

AD-A132 242

THE IMPACT OF THE DEMONSTRATION PROJECT ON MANAGERS AT  
THE NAVAL WEAPONS CENTER CHINA LAKE (U) NAVAL  
POSTGRADUATE SCHOOL MONTEREY CA Y E WILLIAMS JUN 83

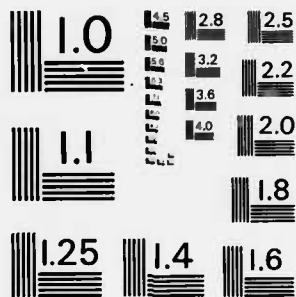
1/2

UNCLASSIFIED

F/G 5/1

NL





MICROCOPY RESOLUTION TEST CHART  
NATIONAL BUREAU OF STANDARDS-1963-A

ADA 132242

2

# NAVAL POSTGRADUATE SCHOOL

Monterey, California



DTIC  
ELECTE  
SEP 8 1983  
S D D

## THESIS

THE IMPACT OF THE DEMONSTRATION PROJECT ON  
MANAGERS AT THE NAVAL WEAPONS CENTER, CHINA LAKE

by

Yvonne E. Williams

June 1983

Thesis Advisor:

W. R. Bishop

Approved for public release; distribution unlimited

83 09 08 022

DTIC FILE COPY

SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM
1. REPORT NUMBER	2. GOVT ACCESSION NO. AD-A132242	3. RECIPIENT'S CATALOG NUMBER
4. TITLE (and Subtitle) The Impact of the Demonstration Project on Managers at the Naval Weapons Center, China Lake		5. TYPE OF REPORT & PERIOD COVERED Master's Thesis June 1983
7. AUTHOR(s) Yvonne E. Williams		6. PERFORMING ORG. REPORT NUMBER
9. PERFORMING ORGANIZATION NAME AND ADDRESS Naval Postgraduate School Monterey, California 93940		8. CONTRACT OR GRANT NUMBER(s)
11. CONTROLLING OFFICE NAME AND ADDRESS Naval Postgraduate School Monterey, California 93940		10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS
14. MONITORING AGENCY NAME & ADDRESS (if different from Controlling Office)		12. REPORT DATE June 1983
		13. NUMBER OF PAGES 128
		15. SECURITY CLASS. (of this report)
		15a. DECLASSIFICATION/DOWNGRADING SCHEDULE
16. DISTRIBUTION STATEMENT (of this Report) Approved for public release; distribution unlimited		
17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)		
18. SUPPLEMENTARY NOTES		
19. KEY WORDS (Continue on reverse side if necessary and identify by block number) Personnel Management, Civil Service Reform Act, Demonstration Project, Performance Evaluation, Performance-Based Pay		
20. ABSTRACT (Continue on reverse side if necessary and identify by block number) A Demonstration Project authorized under the Civil Service Reform Act of 1978 was developed and implemented at the Naval Weapons Center, China Lake and the Naval Ocean Systems Center, San Diego. The Project was designed to increase the participation of line managers in the personnel management function, and to establish a direct link between pay and performance evalua- tion. This paper contains a study of managerial opinions and attitudes toward the Demonstration Project. Managerial survey data, analysis, and		

DD FORM 1473  
1 JAN 73

EDITION OF 1 NOV 68 IS OBSOLETE  
S/N 0102-LF-014-6601

1

SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

BLOCK 20. ABSTRACT (Continued)

conclusions are presented, and a cost/effectiveness model is developed based on data obtained after two full-year cycles under the Project.

Accession For		
NTIS GRA&I	<input checked="" type="checkbox"/>	
DTIC TAB	<input type="checkbox"/>	
Unannounced	<input type="checkbox"/>	
Justification		
By _____		
Distribution/		
Availability Codes		
Dist	Avail and/or	
	Special	
A		



Approved for public release, distribution unlimited

The Impact of the Demonstration Project on  
Managers at the Naval Weapons Center, China Lake

by

Yvonne E. Williams

B.S., University of Southern Mississippi, 1978

Submitted in partial fulfillment of the  
requirements for the degree of

MASTER OF SCIENCE IN MANAGEMENT

from the

NAVAL POSTGRADUATE SCHOOL  
June 1983

Author:

Yvonne E. Williams

Approved by:

William R. Bailey

Thesis Advisor

Es. K. Jayaram

Co-Advisor

Richard A. Eltes

Chairman, Department of Administrative Sciences

Kenneth T. Marshall

Dean of Information and Policy Sciences

#### ABSTRACT

A Demonstration Project authorized under the Civil Service Reform Act of 1978 was developed and implemented at the Naval Weapons Center, China Lake and the Naval Ocean Systems Center, San Diego. The Project was designed to increase the participation of line managers in the personnel management function, and to establish a direct link between pay and performance evaluation.

This paper contains a study of managerial opinions and attitudes toward the Demonstration Project. Managerial survey data, analysis, and conclusions are presented, and a cost/effectiveness model is developed based on data obtained after two full-year cycles under the Project.

## TABLE OF CONTENTS

I.	OBJECTIVES OF THE DEMONSTRATION PROJECT .....	6
	A. BACKGROUND .....	8
	B. IMPLEMENTATION .....	12
	C. SYSTEM MECHANICS .....	13
II.	LITERATURE REVIEW .....	20
	A. RELEVANT THEORIES .....	20
	B. ALTERNATE APPROACHES TO PERFORMANCE EVALUATION .....	23
	C. DISCUSSION .....	27
III.	NATURE OF THE PROBLEM .....	29
IV.	THE RESEARCH METHOD .....	32
	A. HYPOTHESES .....	32
	B. SURVEY DEVELOPMENT .....	34
	C. CONTENT ANALYSIS PROCEDURE .....	35
V.	SURVEY RESULTS AND DISCUSSION .....	39
VI.	CONCLUSIONS .....	45
	APPENDIX A: SAMPLE QUESTIONNAIRE .....	50
	APPENDIX B: COMPUTER DATA/TABLES .....	67
	LIST OF REFERENCES .....	123
	BIBLIOGRAPHY .....	125
	INITIAL DISTRIBUTION LIST .....	126



## I. OBJECTIVES OF THE DEMONSTRATION PROJECT

The Naval Weapons Center at China Lake, California, is currently participating in a joint Demonstration Project in cooperation with the Naval Ocean Systems Center, San Diego, California. The Project was authorized by the Civil Service Reform Act of 1978, Title VI of the United States Code of Federal Regulations [Ref. 1]. To date, the Project is the only one in existence in the Federal Government, as approved by the Office of Personnel Management (OPM) under the Act. The objective for allowing such an experiment was to determine if removal or modification of some of the existing regulations affecting Federal civilian employment could facilitate increased efficiency and productivity.

Under existing Federal regulations, the functions of personnel recruitment, selection and promotion, position classification, and pay administration are closely controlled by detailed rules and procedures administered through personnel specialists assigned at each Federal agency. These personnelists are subject to periodic inspection by OPM auditors, and compliance with regulations is strictly enforced. Very little latitude is allowed in the application of these regulations to the personnel management functions at individual agencies. The real needs of line managers for the authority and autonomy to supervise their subordinates are

often overlooked by these inflexible regulations. This situation has fostered the development of a somewhat adversarial relationship between managers, who attempt to get the job done, and personnelists, who must constantly ensure that the rules are followed. The end result of this situation is counter-productive to increasing efficiency of human resources management at Federal activities. In recognition of this dilemma, the Act encouraged presentation of new ideas designed to minimize the internal conflicts at agencies over the personnel management functions which are actually the responsibility of line management to accomplish.

The intent of this Demonstration Project is to increase the participation of line managers in the personnel management function and to establish a direct link between pay and performance evaluation. The rationale for the former purpose is to decentralize the personnel management function, and to place it more directly in the hands of line managers, while the rationale for the latter purpose is to comply with the intent of the Act. Thus, the Project would attempt to meet the internal needs of the organization while also complying with external goals mandated by law. It was not known at the inception of the Project whether or not both of these ends could be successfully accomplished. The Project would be required to "demonstrate" to external evaluations new mechanisms for personnel management in order to assess

their usefulness and potential for applicability in the Federal service. At the same time, the Project must be workable and acceptable to the participants who have their own internal criteria for judging its success.

Success of the Project is being measured by external evaluators in terms of the impact on recruitment of scientists and engineers for the laboratories; retention of high performers; responsiveness of personnel management processes to the needs of line management; and, the relationship between on-the-job performance and performance-based rewards. These measurements are considered to be key indicators of productivity and efficiency at Navy laboratories.

This paper does not attempt to evaluate the entire Demonstration Project. Rather, this study will focus on specific aspects of the Project which have the potential for affecting line managers in the performance of their jobs. An assessment will be made of the Project from a managerial standpoint to determine how successful it has been in meeting the needs of managers for participation in, and control over, the personnel management functions of position classification and performance evaluation.

#### A. BACKGROUND

During the administration of President Carter the Civil Service Reform Act was formulated. The Act was passed by the

United States Congress on 13 October 1978, to become effective in January 1979. The Act was intended to improve the productivity, honesty and competency of the Federal service. As a result of the Act, the Civil Service Commission was abolished and replaced by the Office of Personnel Management plus a separate Merit Systems Protection Board.

Another requirement of the Act was the design of new performance appraisal systems for all employees which would appraise performance on the basis of written standards. Employee participation in the development of standards was encouraged, and communication of the standards to affected employees was required. Good performance was to be rewarded, poor performance was to be improved, and continuing poor performance was to be dealt with through reassignment, demotion or removal of poor performers. Many of the features contained in the section on performance appraisal resembled the practice of "Management by Objectives", which will be discussed later in this Chapter.

The Merit Pay System was established by the Act, to directly tie compensation to performance for senior level employees, grades GS-13 through 15, in managerial positions; however, this system did not apply to non-managerial employees, other employees in grades GS-1 through 12, and ungraded workers. The performance appraisal systems for

excluded employees remained essentially the same as they were prior to the Act, where pay increases for satisfactory performance were granted on a periodic basis. As an employee advanced in tenure, pay was automatically adjusted to a higher step at one, two and three year intervals. Unless specific, documented action was taken by the supervisor to withhold such an increase, the raise in pay was automatically granted. Performance evaluation was accomplished only on an annual basis, with each employee's performance being assessed by the immediate supervisor against a scale of general work attributes and personal characteristics which were not directly related to the actual job itself. In many cases, no discussion of this rating ever took place between the supervisor and the employee.

Provisions of the Act allowed Federal agencies to initiate Demonstration Projects to experiment with alternative methods of personnel management which would incorporate the basic premises of the Act. The Act limited the number of such experiments to not more than 10, covering no more than 5,000 employees and lasting up to 5 years in duration. Provisions to waive certain portions of Federal law governing civilian employment in order to facilitate implementation of these projects were included.

At the Naval Weapons Center (NWC) and the Naval Ocean Systems Center (NOSC) the determination was reached that

existing Federal Civil Service regulations did not allow sufficient flexibility to attract and retain the caliber of personnel required at Naval laboratories. Existing regulations strictly limited the entry level salaries that could be offered by recruiters in competition with the private sector. Once hired, an engineer or scientist could progress in pay and status only up to a specified full performance level. To progress beyond that level required the assumption of managerial duties. This presented a serious dilemma for researchers who were technical experts and excelled in their work. They were forced to advance into managerial positions even though they may have lacked the desire to give up actual research work to do so, or remain dead-ended in their jobs. The pay and position classification systems in existence prohibited resolution of the situation; therefore, these systems became primary targets for renovation through the Project.

The joint proposal would incorporate complete revisions to the pay and position classification systems. In order to satisfy the intent of the Act, these new systems would be meshed with a pay for performance concept. The approach to formulate the proposal was to make it a joint effort between the Personnel Department Staffs at NWC and NOSC with assistance provided by the University of Southern California. The proposal was published in the Federal Register on 4

December 1979, public hearings were conducted to solicit comments, and the final proposal [Ref. 2] was submitted to the Office of Personnel Management for approval. OPM approval was ultimately obtained to authorize specific waivers of those portions of Federal law which would interfere with implementation of the Demonstration Project, and the Congress was notified of these waivers.

#### B. IMPLEMENTATION

On 14 November 1979 Task Teams were established at NWC and NOSC in each of the major areas of focus, the members of which included line managers, employee representatives, and members of the Personnel Department Staff. Each team developed comprehensive plans for implementation in their area of concern, and the total effort was coordinated between the two laboratories. The Demonstration Project was implemented at China Lake and San Diego in July 1980 for an initial population consisting of approximately 2,700 scientific, engineering and senior professional employees at both laboratories. Groups of administrative and technical specialists, technicians, and clerical employees were added to the Project on an incremental basis until the 5,000 employee limit was approached in September 1982. As each new group was added to the Project, they received comprehensive training to introduce them to the new procedures and explain the rationale behind them.

Two designated control laboratories were the Naval Air Development Center, Warminster, Pennsylvania, and the Naval Surface Weapons Laboratory, Dahlgren, Virginia. These control labs would function under existing regulations governing Federal personnel management. Data would be collected periodically at the control laboratories and compared with comparable data from China Lake and San Diego in the three major areas affected by the Demonstration Project. External evaluation was initially performed by the University of Southern California to track progress and report significant findings. An OPM contract for external evaluation was later awarded to the firm of Coopers and Lybrand, and in September 1982 the external evaluation function was taken over by OPM. Internal Evaluation Teams were also established at China Lake and San Diego to monitor the project.

#### C. SYSTEM MECHANICS

Under the Demonstration Project, managers develop annual performance plans (Exhibit 1) for each employee participating in the Project. These plans contain specific goals and objectives to be met as well as the standards for evaluating employee performance. Employees are encouraged to participate in the development of their own performance plans, and discussions take place between supervisors and employees in order to ensure that an understanding is reached on the content of the plan for each individual employee. A minimum



UNITED STATES DISTRICT COURT SOUTHERN DISTRICT OF NEW YORK

**U.S. DEPARTMENT OF COMMERCE**

14

of two monitoring sessions must be conducted with each employee during the one-year performance evaluation period, and a final written assessment is accomplished at the end of the year by the immediate supervisor. This final rating is reviewed by the second level supervisor, and if the overall performance exceeds the "fully successful" level the rating is subject to further review and approval by a Departmental Performance Review Board (PRB) [Ref. 3]. The PRB has the authority to award pay increases commensurate with the degree by which overall performance exceeded expected results contained in the performance plan. PRB decisions also take into consideration adherence to a payout guideline issued by top management; however, there is no absolute limit on the number and/or amount of pay increases granted. In cases where the final rating is "less than fully successful", corrective action must be initiated by the immediate supervisor.

The involvement of line managers in the pay-setting process has changed under the Project, and managers now participate in making initial pay determinations as well as in determining the amount of annual pay increase that is warranted in relation to the employee's performance of tasks outlined in the performance plan. The former General Schedule pay scale has been replaced by a pay scale for the Demonstration Project, consisting of broad pay bands encompassing several former General Schedule grades into each

pay band (Exhibit 2). These broad bands are divided into increments, which replace the ten steps found in each General Schedule pay grade.

A new position classification system was designed to coincide with the new pay bands included in the Demonstration pay scale. This new system incorporates a dual ladder concept, which permits advancement to a higher level without assumption of supervisory duties. Each classification standard for a particular level includes "menu items" based on material contained in the traditional OPM classification standards for those GS grades encompassed in that level. All menu items are contained in a computerized program designed to prepare position descriptions. This process makes possible the preparation of position descriptions by reference to a handbook containing the various level standards for the major occupational groups: Scientist/Engineer; Administrative Specialist; Technical Specialist; and, Technician. The procedure for preparing position descriptions has changed from what was previously a rigorous writing exercise to a process of "coding" a position description based on selection of relevant menu items from a computerized list of alternatives (Exhibit 3). This coding results in the printing of a personalized description of duties, responsibilities, and qualifications required to perform them, a "Personal Activities and Capabilities"

OLD SYSTEM	GS 5	GS 6	GS 7	GS 8	GS 9	GS 10	GS 11	GS 12	GS 13	GS 14	GS 15	GS 16	GS 17	GS 18	PL <sup>d</sup>
NEW SYSTEM	LEVEL I ASSISTANT PROFESSIONAL MEMBER					LEVEL II ASSOCIATE PROFESSIONAL MEMBER			LEVEL III FULL PROFESSIONAL MEMBER		LEVEL IV SENIOR PROFESSIONAL MEMBER		LEVEL V PROFESSIONAL EXCEPTIONAL		
NEW PAY RANGE, DOLLARS <sup>a</sup>	11,243 TO 22,277 <sup>b</sup>					17,035 TO 29,856 <sup>b</sup>			24,703 TO 38,186		34,713 TO 53,001 <sup>c</sup>		c		

<sup>a</sup> BASED ON OCTOBER 1979 PAY RATES.

<sup>b</sup> SUBJECT TO POSSIBLE CHANGE

<sup>c</sup> SUBJECT TO STATUTORY LIMITATIONS.

<sup>d</sup> PUBLIC LAW.

Exhibit 2. Basic Professional Pay Levels and Classification Levels

REQUESTED BY \_\_\_\_\_  
CODE \_\_\_\_\_

PAC CODING SHEET

PAC NO.: \_\_\_\_\_ EMPLOYEE'S NAME: \_\_\_\_\_

SUPERVISORY POSITION

\_\_\_\_ YES  
\_\_\_\_ NO

SERIES: \_\_\_\_\_ TITLE: \_\_\_\_\_  
LEVEL: \_\_\_\_\_

FUNCTIONAL CODE

\_\_\_\_ RESEARCH  
\_\_\_\_ DEVELOPMENT  
\_\_\_\_ TEST

SPECIALTY AREA CODES

\_\_\_\_ PRIMARY  
\_\_\_\_, \_\_\_\_ OTHERS

A1.	a _____ b _____ c _____ d _____ e _____ f _____ g _____ h _____ i _____ j _____ k _____ l _____ m _____ n _____	A2.	a _____ b _____ c _____ d _____ e _____ f _____ g _____ h _____	B1.	a _____ b _____ c _____ d _____ e _____ f _____ g _____	C1.	a _____ b _____ c _____ d _____ e _____ f _____ g _____ h _____	H.	Yes _____ No _____
				B2.	a _____ b _____ c _____ d _____ e _____ f _____ g _____	D1.	a _____ b _____ c _____ d _____		

Exhibit 3. PAC Coding Sheet

statement or PAC. The PAC takes the place of the old position description.

In summary, the level of managerial involvement in the personnel management functions of performance evaluation, pay and position classification have been affected as a result of implementation of the Demonstration Project. This new level of managerial participation is a critical factor in the operation of the new systems, and the primary vehicle for accomplishing the objectives of the Demonstration Project.

## II. LITERATURE REVIEW

In order to acquire a greater appreciation for the conceptual framework of the Demonstration Project, a review of current literature was conducted. The specific focus of this review concentrated on the topics of performance evaluation and performance-based pay. Only a selected portion of the literature which was examined is cited by reference in this chapter. Other references not specifically cited are contained in the Bibliography, for those readers who wish to explore these topics in greater depth.

### A. RELEVANT THEORIES

The task of evaluating performance of professional employees is especially a difficult one. Newman and Hinrichs [Ref. 4] point out that professional employees are "the gatekeepers of important information, the designers of new products and systems, the drivers of productivity." These authors see performance evaluation as an essential means of providing recognition and demonstrating support for effective performance, without which it would be difficult to motivate professionals or to attract and retain them. The process of performance evaluation for professionals depends to a great extent upon the supervisors of these employees. Supervisory feedback is crucial to the success of such a process, for the

work itself is generally difficult to measure and provides only limited feedback. In order to assist supervisors in accomplishing the evaluation task, an appraisal system that is relevant to the performance which is being evaluated and that is workable and acceptable to both supervisors and employees is required.

In 1977, the United States Civil Service Commission published a handbook designed to assist managers in the task of performance evaluation [Ref. 5]. This handbook listed some characteristics of effective performance evaluation programs, which included the following:

- Performance is measured against written standards which are communicated to the employee.
- Instruments for performance appraisal are easy to understand and use.
- Employees are notified, preferably orally and in writing, of their performance ratings.
- The process does not attempt to satisfy all purposes of evaluation in a single annual discussion, but provides other opportunities for supervisors and employees to discuss and plan performance.

The handbook also discusses various methods for developing performance evaluation standards. In a section on "participative methods", the handbook concludes that "employee involvement in work planning, and development of performance standards and appraisals promotes fairer, more objective performance appraisal and results in improved work performance and motivation" [Ref. 5]. For jobs in which work



outputs are difficult to quantify, performance goals may be developed jointly between employees and their supervisors. This approach is characteristic of the "Management by Objectives" (MBO) process [Ref. 6], but MBO does not include methods for establishing individual performance standards. Nevertheless, MBO techniques are useful for obtaining agreement between employees and their supervisors concerning the level of contribution expected toward task accomplishment. Experience with participative approaches suggests that these methods work best when applied to managerial and professional jobs.

Latham and Wexley [Ref. 7] presented the results of a case study concerning motivation of Scientific and Engineering personnel in an international research and development corporation. Their conclusions were in support of participative goal-setting, noting that participation actually caused higher goals to be set than the manager would ordinarily have assigned to employees. More difficult goals corresponded positively to increased effort.

Concerning the linkage between pay and performance, Lawler [Ref. 8] cites four reasons for basing pay on performance:

1. It has potential for motivating effective performance;
2. Achievement-oriented people tend to be attracted to organizations that base rewards on competency;

3. High performers expect to be paid more than low performers;
4. People are more satisfied when they perceive that they are paid in proportion to their efforts.

This author also presents evidence to show that people will make a positive contribution to the success of any new performance-based pay system if they are allowed to participate in the system design. Such participation fosters a climate of trust and openness between management and employees. The organizational climate can be a crucial factor in determining the success or failure of a new pay system. Lawler concludes this discussion by expressing concern about the prospects for success of the Merit Pay System because it forces a radical change from an existing organizational climate which is non-evaluative in nature. Lawler warns that we cannot depend upon a pay system change to facilitate organizational change. If people perceive that they may suffer under the new pay system, they will resist the change.

#### B. ALTERNATE APPROACHES TO PERFORMANCE EVALUATION

One aspect of the Demonstration Project which can be compared to other existing approaches is the performance evaluation process. While the Naval Weapons Center and the Naval Ocean Systems Center are experimenting with their new performance appraisal procedures, the rest of the Navy has implemented the Merit Pay System in July, 1980. Like the Demonstration Project, the Merit Pay System for performance

evaluation begins the process with the defining of goals, setting of objectives, writing out these objectives, and discussion between the supervisor and the subordinate. An annual appraisal is prepared by the immediate supervisor, and reviewed by the second level supervisor as well as a Merit Pay Review Officer [Ref. 9]. So far the processes are very similar.

The next step in the cycle is the allocation of merit pay funds. A pay pool limit is set by the Secretary of the Navy based on guidance received from OPM. By a simple calculation, the "pot" is divided up between Merit Pay members eligible for a pay increase based on the final evaluation of their performance for that year. The amount of the actual pay raise is not, therefore, strictly a function of an individual's performance but is affected by the amount of available funds. A recent Merit Pay pool was limited to less than 2% of the total Navy managerial payroll. The end result of this process is not pay for performance, but rather resembles rationing of a limited resource.

In 1972, another Demonstration Project was developed by a team of faculty from the Naval Postgraduate School in response to a request from the Office of the Chief of Naval Material [Ref. 10]. This project involved the concept of "peer ratings", and was targeted for employees at the Naval Supply Center (NSC) and the Navy Regional Finance Center

(NRFC), San Diego. This project was implemented at NSC and NRFC by direction from higher headquarters in Washington, and although first-line managers seemed to like it there was resistance and lack of support at the higher management levels at NSC and NRFC which caused the project to terminate after only one year in operation.

Peer ratings seemed to be well accepted by the employees at NSC and NRFC, and although the project itself did not operate long enough to generate detailed performance data it was successful in concept. It should be noted, however, that the levels and types of employees participating in that project were different from those participating in the Merit Pay System. Their jobs were more precise in nature, involving accounting functions, which contributed to greater similarity between groups of jobs and greater understanding among employees of the work being performed by their co-workers. This made the task of judging a co-worker's performance quite a bit simpler due to the homogeneous nature of the work itself.

This project at NSC and NRFC provides an example of the need for management support to contribute to the continuing success of an organizational change. Even though it was apparently successful in concept, this project failed due to the lack of management support.

Looking at the private sector, a type of "Consensus Ranking" is currently being used at the Kaiser Aluminum and Chemical Corporation [Ref. 11]. Called the Objective Judgment Quotient (OJQ), this system leads to a forced numerical ranking for a set of employees. Employees are compared both to one another, as well as to benchmark standards characteristic of their occupational group. The intent of the OJQ is to minimize rater bias in a process which normally tends to be highly subjective. The OJQ is being used on an experimental basis at Kaiser at this time.

Also at Kaiser, a merit pay pool is established subject to budgetary constraints and prescribed target percentages of ratings to be given in each of four performance categories. Employees receiving marginal performance ratings are given a 90-day probationary notice, and could be terminated for failure to improve during probation. Goals, objectives, and specific performance criteria are developed and discussed with employees by their supervisors. Appraisals are accomplished every six months, and the length of the total rating period may vary between nine and fifteen months based on the discretion of the supervisor. This allows the best performers to receive pay raises as often as every nine months, and marginal performers are required to wait longer. Kaiser also offers a comprehensive benefits package for senior managers and executives, which includes bonus and

stock options. The payout for performance-related pay increases alone at Kaiser is currently amounting to 8-9% of the total payroll.

In summary, it becomes clear that there are many operable variations of performance-based evaluation systems in both the public and private sectors. Some key factors that appear to contribute to the success or failure of these approaches are that the organization rewards performance in an equitable manner; that there is a clear relationship between good performance and rewards, and the relationship is clearly understood by employees; that management supports the performance evaluation system and administers it as intended; and, that the amount of the financial incentives offered is large enough so that employees receiving a pay raise recognize that they have in fact been rewarded.

#### C. DISCUSSION

In consideration of relevant conceptual theories and the needs of Navy laboratories to attract and retain high quality professionals, the proposal for the Demonstration Project was formulated. The performance evaluation system was designed specifically to appraise the performance of professionals, by increasing the requirement for communications and feedback between employees and supervisors and requiring discussion of performance expectations. Guidelines issued by OPM and the CSRA were closely adhered to while making maximum use of the

flexibility permitted by the Act in order to streamline the position classification and pay systems. The intent of involving employees in the development of the new systems that would ultimately affect them under the Project was to foster and enhance an organizational climate that would be conducive to accept the changes.

This approach makes sense in view of the theoretical framework previously presented. It is recognized, however, that procedures alone cannot enforce or ensure that meaningful communication takes place. Likewise, the invention of new position classification and pay systems cannot ensure that the users of these systems will believe that all problems have been solved by the creation of these new systems alone.

The real determining factor that is crucial to the success of any organizational change is the climate of the organization. One facet of that climate is managerial response to planned change. Thus, the examination of managerial attitudes and opinions will give us some useful insights into assessing the level of acceptance of a planned organizational change, a Demonstration Project, and toward predicting the likelihood of success for this change based on the degree to which it meets the needs of managers and facilitates efficient performance of their work.

### III. NATURE OF THE PROBLEM

Prior research concerning the Demonstration Project has been conducted by a team at the University of Southern California, by the firm of Coopers and Lybrand, by the Office of Personnel Management (OPM), and by Internal Evaluation Teams at both the Naval Weapons Center and the Naval Ocean Systems Center. Various studies have been published by the evaluators [Refs. 12, 13 and 14]; however, none of these studies have focused specifically on the managerial population affected by the Project. OPM officials have recently determined that the evaluation effort must include data about managerial participation.

While it is possible to break-out some of the existing data in terms of the level and supervisory status of the respondents, the overall orientation of this data is toward the impact of the Project on employees. The existing data does not examine the Project in detail from a managerial perspective. Thus, the need arose to develop a means for collecting managerial data in order to produce an evaluation of the total Demonstration Project.

The research problem is further complicated by the lack of a true experimental control group. Even though two control laboratories were designated by OPM, these labs no longer operate under the same performance evaluation and pay



systems that existed prior to the Civil Service Reform Act (CSRA). Since the Demonstration Project was implemented immediately after leaving the pre-CSRA systems, the only available baseline data is that which was collected about the pre-CSRA systems.

An alternative is to compare managerial baseline data with current data. Since it was not known by the evaluators at the inception of the Project that a specific area of interest would be managerial involvement, very little pre-CSRA data is available in terms of the managerial perspective. A true experiment is, therefore, not possible.

The only remaining alternative is to address the problem through the means of a survey, which eliminates the need for an experimental control group but still affords a way to collect and analyze meaningful data [Ref. 15].

The research question to be addressed by the survey method is to determine the impact of the CSRA Demonstration Project on managers at the Naval Weapons Center. Only the survey results from China Lake will be presented and analyzed in this paper. A total of 3,900 civilians are employed at China Lake, of which 475 are managers participating in the Project. Other managers are employed at China Lake; however, they did not receive the survey because they are not participating in the Project.

Since the specific area of concern to managers prior to the Project was the inflexibility of the total system for personnel management with regard to meeting managerial needs, the survey must explore this concern in detail. Data about managerial time spent on personnel management functions, and the by-products of the classification and performance evaluation processes (namely the position descriptions and performance plans) must be collected for both the pre-CSRA and Demonstration Project Systems. Managerial time is considered to be a valid indicator of efficiency not in terms of increases or decreases in the amounts of time spend on management tasks alone, but also in terms of the quality of the time spent and its overall contribution to productive output.

In view of the fact that very little pre-CSRA data was available from the managerial population specifically pertaining to personnel management functions, it became necessary to attempt to reconstruct the necessary pre-CSRA data based on memory. It is, therefore, recognized that the accuracy of the data about the pre-CSRA system will be affected. Nevertheless, this data is needed in order to make some comparisons between managerial experience under the old and new systems.

#### IV. THE RESEARCH METHOD

In order to answer the research question to determine the impact of the Demonstration Project on managers at the Naval Weapons Center, an instrument would be needed to collect data from managers. Data would be needed about both the pre-CSRA systems for position classification, pay, and performance evaluation, and the Demonstration Project Systems for the same functions in order to test hypotheses. This data would need to focus on managerial time spent on these functions and the results of their efforts in order to assess and compare the efficiency of the old and new systems.

##### A. HYPOTHESES

The first hypothesis to be tested is that managers who supervised employees under the old system will find the new system to be an improvement. The reason for this assumption is that one of the major complaints from managers about the pre-CSRA system was that it was not responsive to their needs. The new system was deliberately designed to increase responsiveness by allowing greater participation in, and therefore, control of, system response to better meet the needs of line management.

The second hypothesis is that there will be no difference between the major occupational groups of managers in terms of

preference for the Demonstration Project. This assumption is based on the fact that managers and employees from each major occupational group were instrumental in designing the new systems for the Project with regard to their respective group. This is because separate Task Teams for each of the major occupational groups were established to develop the implementation plans for those systems that would affect them.

A third hypothesis to be tested is that managers will respond that they are able to make other, more productive use of their time under the Project than was possible under the old system. The basis for this assumption is that the streamlining of the classification process would free up more of their time which could be spent on more productive activities.

The fourth hypothesis is that the number of PACs considered by managers as accurate would be greater than the number of position descriptions that were considered accurate under the old system. This response would be attributable to the relative ease of preparing and obtaining classification of PACs versus the problems associated with the classification of position descriptions under the old system.

A fifth hypothesis is that the relative usefulness of PACs will be seen as greater than the usefulness of position descriptions. This ties into the previous rationale for

greater accuracy of PACs as compared to position descriptions, and this higher accuracy should lead to increased relevance of PACs over position descriptions.

The final hypothesis is that the new performance evaluation system under the Demonstration Project will be viewed as more beneficial to managers than the old pre-CSRA system. This assumption is based on the direct relationship in the new system between mission accomplishment and the planning process in which performance expectations are clearly identified in writing and communicated to employees.

#### B. SURVEY DEVELOPMENT

The first step in conducting this research was to design a survey instrument to collect managerial data. Formulation of a questionnaire began at The Naval Ocean Systems Center, San Diego with a group of personnelists. Inputs to the questionnaire were obtained from operating personnel office staff members based on questions and concerns that were frequently raised by line managers. Some personnelists who have given briefings on the Demonstration Project provided inputs based on questions more frequently asked in these briefings.

The format and organization of the questionnaire was intended to permit collection of data about managerial experiences under the pre-CSRA system, followed by data about the Project, on similar variables. This type of design would facilitate the testing of hypotheses regarding the impact of

changes experienced by managers under the new system. Comparative data would be easier to obtain about the classification process than about performance planning and evaluation, primarily because of the lack of mechanisms for performance planning and monitoring in existence under the pre-CSRA system. For this reason, the major source of data about performance evaluation would be attitudinal rather than quantitative.

The first draft of the questionnaire was forwarded to NWC China Lake to be evaluated by the members of the Internal Evaluation Task Team and personnelists. After providing their inputs, the Task Team members took a pretest of the revised questionnaire.

The approved version of the questionnaire (Appendix A) was distributed at China Lake on 10 March 1983 to the total population of 475 managers. At the time that the deadline for return of questionnaires was reached on 1 April 1983, a total of 265 questionnaires had been returned for a 56% response rate. Nine questionnaires were received after the deadline, making the total response rate 58%; however, these late arrivals were not received in time to be included in this analysis.

#### C. CONTENT ANALYSIS PROCEDURE

Completed answer sheets for the sample of 265 cases were read by an optical scanner and recorded on magnetic tape.

Two of the cases were not readable by the scanner, which reduced the sample size to 263 cases. A program was developed using the Statistical Package for the Social Sciences (SPSS) to analyze the data. The Frequencies procedure was used to generate tables for each of the survey questions. Contingency tables were then produced for the key variables to be analyzed in order to test hypotheses, using the Crosstabs procedure. Each variable is identified in the tables found in Appendix B, and all variables are listed in the indices contained at the end of that Appendix.

Following the SPSS analysis, a cost-effectiveness model was developed. The model utilized the criterion of maximum effectiveness/cost ratio. The following equations are included in the model:

$$\text{Cost} = \text{Supervisory Manhours} \times \text{Supervisory Salary}$$

$$\text{Effectiveness} = f(\text{variable list})$$

The variables selected for use in the effectiveness equation were chosen on the basis of their perceived contribution to the overall accomplishment of a manager's job. The model was used to compare estimated costs and effects for the pre-CSRA systems with the costs and effects under the Project. Tables 3-1 and 3-2 present the cost and effectiveness data, respectively.

TABLE 3-1 COST DATA  
1a costpds ccst of preparing position descriptions

cost	FREQ	PCT	cost	FREQ	PCT	cost	FREQ	PCT
\$ 0:	46	17	\$ 105:	3	1	\$ 210:	2	1
11:	5	2	109:	4	2	214:	1	0
25:	5	2	111:	2	1	221:	3	1
36:	7	3	113:	1	0	225:	1	0
42:	3	1	126:	2	1	239:	3	1
46:	6	2	130:	1	0	244:	1	1
50:	2	1	134:	1	0	252:	4	2
53:	16	6	137:	5	2	256:	1	0
57:	2	1	139:	1	0	263:	2	1
61:	7	3	145:	1	0	271:	1	0
67:	4	2	155:	2	1	277:	2	1
71:	3	1	158:	5	3	294:	1	0
76:	1	0	168:	8	3	305:	2	0
78:	4	2	172:	3	1	320:	0	0
82:	2	1	181:	1	0	336:	1	1
86:	6	3	185:	2	1	357:	3	1
88:	6	3	187:	3	1	389:	1	0
95:	3	1	189:	2	1	420:	0	0
97:	1	0	193:	1	0			
99:	3	1	197:	1	0			
101:	4	2	204:	1	0			
103:	2	1	208:	1	0			
MEAN	105.380							

1b costpacs cost of preparing pacs

cost	FREQ	PCT	cost	FREQ	PCT	cost	FREQ	PCT
\$ 0:	3	1	\$ 113:	5	2	\$ 113:	1	0
3:	6	2	39:	1	0	129:	1	0
5:	12	5	42:	1	0	163:	1	0
8:	5	2	45:	3	1	181:	1	0
11:	5	2	53:	10	4	197:	1	0
13:	5	2	66:	2	1	200:	1	0
16:	4	2	68:	1	0	202:	1	0
18:	9	3	74:	1	0	210:	1	0
21:	14	6	76:	2	1	263:	1	0
24:	6	3	95:	9	4	341:	1	0
26:	3	1	105:	4	2			
32:	36	14						
MEAN	31.172							



TABLE 3-2 EFFECTIVENESS DATA (GENERATED BY MAUM)

evaluation items	position description (pd)	personal activities and capabilities statement (pac)
usefulness	m	m
accuracy	m	h
manhours: level a, 1&2 (gs-5 11)	1	1
dt ds da-3 (gs-12 tech, adm, spec)	h	1
dp-3 (gs-12 & gs-13)	h	1
dp-4 (gs-14 & gs-15)	h	1

key: 1 = low

m = medium

h = high

## V. SURVEY RESULTS AND DISCUSSION

Appendix B contains the tables produced by computer output as a result of an analysis of the survey data, using the Statistical Package for the Social Sciences (SPSS). Tables which give the frequency distribution on responses to each question contained in the questionnaire are presented, preceded by seven contingency tables generated to test hypotheses. Some highlights of the results are presented in this chapter.

Tables numbered 1 through 4 present demographic data about the respondents. Managers classified as scientists and engineers comprised 68% of the respondents; administrative specialists accounted for 19% of the sample; technical specialists comprised 5% of the respondents; and, 9% were technicians. The mean salary for all Project supervisory personnel was \$43,682 per annum. Approximately 69% of the respondents were first line supervisors. Eighty percent of these managers were in supervisory positions at the time the Demonstration Project was implemented for their occupational group. The other 20% became supervisors under the new system, which in most cases indicates the absence of supervisory experience under the old system. Ninety-three percent of all Project supervisors have over ten years of

Federal service, and 54% have over twenty years. The demographic data contained in these tables was supplemented by information from the personnel database.

Table 5 indicates that 61% of the supervisors responded that they were the usual author of General Schedule position descriptions for their subordinates. Forty-eight percent reported that they wrote one to three position descriptions per year under the old system, while 22% wrote between four and ten per year as noted in Table 22. Table 24 illustrates that 32% of the managers estimated that up to 10% of all position descriptions in their organization were inaccurate, and 22% recalled the percentage of inaccurate descriptions to be between 11 and 25%. The major reason noted for not updating more of these inaccurate descriptions was that accuracy was not considered important under the old system by 46% of the supervisors (Table 26). Seventy percent recalled that they used each position description not more than twice per year in Table 27. The major uses noted in Tables 28 through 31 in order of importance were for performance appraisal, required reviews, recruitment, and promotion.

Table 6 illustrates that 58% of the managers responding indicated that they were the usual author of Personal Activities and Capability Statements (PACs) written for their employees. Tables 35 through 38 show that only a very small percentage of PACs took more than three hours to prepare,

while the majority took less than one hour each. Ninety-three percent of the respondents felt that 10% or less of all PACs were inaccurate (Table 50). The major uses for PACs illustrated in Tables 52 through 55 in order of importance were performance appraisal, required reviews, promotion, instructing employees, and recruitment.

Ninety-one percent of all respondents in Table 58 replied that the position classification process is simplified under the Demonstration Project. Ninety-one percent also felt that the classification process takes less time under the Project (Table 59). Sixty-five percent responded that classification is better understood under the Project in Table 66. Seventy-eight percent of the managers responded that they are able to make other more productive uses of their time now (Table 67).

Tables 72 and 73 show that a majority of managers spend a decreased amount of time preparing PACs to be classified, and negotiating about their classification with Personnel specialists. Sixty-eight percent felt that they are spending more time now on performance planning (Table 74). Performance reviews and monitoring are on the increase according to 77% in Table 76. Pay decisions, aware recommendations and Performance Review Boards use up more time now according to 64% of the respondents in Table 77. The majority of other supervisory functions relating to personnel management are reported as unchanged by the Project.

Seventy-six percent of the managers responding in Table 79 felt that the overall net change of the Demonstration Project is an improvement over the old system. The contribution of performance planning to mission accomplishment is reported as greater under the Project by 62% of the respondents in Table 80. Setting of objectives, monitoring of performance, and annual performance ratings are viewed as beneficial by over 85% of the respondents in Tables 81, 82 and 83. Fifty-nine percent view the linkage between performance evaluation and pay as beneficial (Table 85). Communication of performance expectations is up for 62% in Table 88, and 66% feel that employees know more about what's expected of them now in Table 89. Over 70% responded that performance plans help to identify employee training needs, and to deal with performance problems in Tables 96 and 97.

Table 99 reports that 77% of the managers responded that the Demonstration Project is seen as beneficial to their overall supervisory performance. Table 100 concludes the questionnaire results with 78% of the respondents stating their preference for the Project.

In relation to the specific hypotheses listed in Chapter IV, the contingency tables located at the front of Appendix B confirm hypotheses one, three, four, and six. These null hypotheses are as follows:

- H<sub>1</sub>: Those respondents who were supervisors at the time of entry into the Project found the new system to be an improvement.
- H<sub>3</sub>: Managers feel that they are making other, more productive use of their time now.
- H<sub>4</sub>: PACs are more accurate than position descriptions were under the old system.
- H<sub>6</sub>: The Project performance evaluation process makes a greater contribution to mission accomplishment than the old system.

Hypotheses two and five were disproved by the analysis.

The following alternate hypotheses were proven:

- H<sub>2A</sub>: There is a difference between the level of satisfaction with the Demonstration Project for the major occupational groups.
- H<sub>5A</sub>: PACs are not considered to be more useful than position descriptions.

Scientists/Engineers and Administrative Specialists reported a higher satisfaction rate with the Project than did Technical Specialists and Technicians. It should be noted that there is a high correlation between the two groups comprising a majority of the Project participants and the higher satisfaction rate.

Regarding the relative usefulness of PACs, the majority of the respondents indicated no improvement over the usefulness of position descriptions under the old system. This tends to negate the importance of increased accuracy of PACs.

The overall results of the managerial survey have been in favor of the Demonstration Project. While some improvements

were reported in the total position classification process, the end result of that process (PAC) was not found to be any more useful than its predecessor; however, the performance planning process was viewed as very beneficial in several key areas of importance to managers. Mission accomplishment is enhanced, communications are increased, and the plans are a useful tool for identifying training needs and handling employee performance problems.

Several constructive suggestions were provided by the respondents as an addendum to the survey data. Some managers recommended that the decision to award a pay raise should be made without the constraint of a pay guideline. Others question the value of awarding pay raises solely in recognition of performance. A need arises for some mechanism to protect the equity of salaries for current employees against the higher entry level salaries that are offered to new hires. Some suggestions came out in favor of avoiding further attempts to regulate the pay system with the addition of midpoint constraints. These issues warrant further attention by the Task Teams, Steering Committee, and internal evaluators.

## VI. CONCLUSIONS

This paper has presented a broad overview of the conceptual framework for a Demonstration Project. The current literature was researched and selected relevant theories were presented. Examples of other approaches to the practice of performance evaluation were presented and described. Through the development, administration, and analysis of survey data specific hypotheses were tested and attitudinal information was collected about the impact of this Project on managers at the Naval Weapons Center.

In this concluding chapter, the results of this study are reviewed so that it may serve as an executive summary for readers interested in a recapitulation of the highlights of the study. For a complete breakdown of the survey data, Appendix B should be examined.

Much of the current literature presents evidence in support of a participative approach to the design, development and administration of performance evaluation and pay systems. Communication is stressed as an important ingredient to the success of such an approach. Equity is also considered to be a key variable to the successful operation of performance-based pay systems. A high level of trust is needed between employees and management in order for



performance-based rewards and significant changes in pay administration to be accepted. A clear relationship between performance standards and behavior that is rewarded is essential to that acceptance. The use of a participative approach, therefore, is not in itself a guarantee of success.

The survey results from China Lake show that, overall, managers prefer the Demonstration Project to the pre-CSRA approach to personnel management; however, there are some specific areas of concern that evidence the need for further attention. Acceptance of the Project is not equal among the major occupational groups. Scientist/Engineers and Administrative Specialists are more satisfied with the Project than are Technical Specialists and Technicians. This may be indicative of a need to reexamine the specific concerns of those groups which are less satisfied.

PACs are more accurate than position descriptions but not considered to be any more useful. There appears to be very little recognition of any relationship between a PAC and a performance plan, which contains specific expectations about how the job is to be done. Also, PACs are not used any more frequently than position descriptions, and the major reasons for their use are the same as for PDs with the exception of the addition of the use of PACs for instructing employees about the work. Line managers are still the usual authors of PACs, in the majority of cases, but they now spend less time

preparing PACs and getting them classified than under the pre-CSRA system.

While a reduction of managerial time spent on position classification is evident, the net change in time spent on personnel management functions is not significant due to an increase in time spent on performance planning, monitoring and review, pay and award decisions. Managers consider the increased amount of time spent on setting objectives, monitoring performance, and preparing annual performance ratings to be beneficial in accomplishing their supervisory responsibilities. Performance plans are seen as useful in identifying employee training needs and performance problems. We may conclude then that a majority of managers consider that their time is better spent under the Project in terms of productive outputs.

Finally, the cost-effectiveness model illustrates comparisons of data about the investments for managers in terms of manhours and salary, and the resulting levels of effectiveness in terms of their performance as supervisors both before and after the implementation of the Project. Again, it must be noted that the only obtainable data in terms of manhours and effectiveness pertains to the position classification function. This data is not entirely reliable based on the fact that it was necessary for respondents to recall from memory their experiences under the old system.

Nevertheless, it is clear that managers do not find the position classification process to be a positive contributor to their supervisory performance. Rather, they view it as a task that must be done in order to recruit and promote employees. Time saved in the position classification process is primarily useful to managers because they are now able to devote that time to more productive activities.

One final reference that I would like to cite to put the results of this study into perspective comes from a very recent publication based on studies of some of the more successful firms in the United States. Peters and Waterman point out that when an organization fails, that failure is seldom attributed to a lack of concern for people on the part of management [Ref. 16]. The most successful companies, however, look to people to increase productivity rather than to financial controls or technology. These firms are characterized by a tough approach to management, but that approach is enforced by shared expectations and peer pressure rather than by elaborate control systems. No one particular approach to management can guarantee success indefinitely. Overreliance on systems and mechanisms alone cannot enhance true productivity.

My reason for ending this study with Peter's and Waterman's thoughts about productivity is to reinforce the importance of paying attention to people and their needs for

recognition. It would be very risky to expect an elaborate system such as this Demonstration Project to successfully meet those needs. Such a system must be kept flexible in order to be responsive to the needs of people, and to managers in particular, for it cannot ever become a substitute for good judgment about how to supervise people.

APPENDIX A

SAMPLE QUESTIONNAIRE  
DEPARTMENT OF THE NAVY  
NAVAL WEAPONS CENTER  
CHINA LAKE, CALIFORNIA 93555

IN REPLY REFER TO:  
10 Mar 1983



MEMORANDUM

From: Technical Director  
To: Demonstration Project Supervisors and Managers  
Subj: Evaluation of Demonstration Project

Encl: (1) Questionnaire regarding personnel functions performed by supervisors and instruction and answer sheets

1. A critical portion of the evaluation of the Demonstration Project will be an assessment of its impact on supervisors' involvement in personnel management functions. As a Demonstration Project Supervisor or Manager, you are being asked to help in this assessment effort by completing the enclosed questionnaire. Some of the questions ask that you estimate times spent on personnel functions prior to the beginning of the Demonstration Project in July 1980. Although we realize it is very difficult to reconstruct activities that long ago, we would appreciate your help in making estimates.
2. Since this questionnaire (enclosure (1)) is being used at both NOSC and NWC, some questions will be specific to one or the other Center. This will be indicated on the questions. Please disregard those questions labeled "NOSC only."
3. The completed questionnaires will be processed by automated equipment which will summarize the answers in statistical form. Your individual answers will remain strictly confidential, and they will be combined with those of the other respondents. An optical scanning answer sheet and instructions are enclosed. Please return the answer sheet, along with any written comments, to Code 0902 at your earliest convenience but not later than 1 April 1983.
4. Thank you for your cooperation in this effort. If you would like a summary of the results of this questionnaire, please indicate below.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Code

50

*B.W. Hays*  
B.W. HAYS

### Instruction Sheet for Answers to Questionnaire

1. The answer sheet, General Purpose-NCS-Answer Sheet, is the enclosed green-colored sheet (one page with two sides). It is a standard, low-cost scoring sheet compatible with optical scanning equipment which will be used for tallying the responses.
2. Ignore the left-hand portion of side 1 which starts with "name". This section will not be used and should not have any marks placed on it.
3. Start by reading side 2 of the answer sheet which provides marking directions. Please use a No.2 pencil for scoring.
4. Begin marking your choices from the questionnaire on side 1 of the answer sheet. Start with question 1. For example, if your answer is "4" on question 1, mark column "4" on the answer sheet for question 1.
5. If you want to add any written comments, enclose them on a separate sheet of paper. Please do not write comments on the green answer sheet as they will interfere with the optical scan tally.
6. Please return the answer sheet (do not fold it) and any separate written comments in a guard mail envelope to Code 0902. Please do not return the questionnaire.
7. If you have any questions, contact Bob Glen (Code 0902) at extension 3196 or 2434. Thanks for your cooperation and assistance.

## DEMO PROJECT SUPERVISORS' QUESTIONNAIRE.

This is a one-time data gathering effort. Please consider carefully, and answer as to how the systems were or are actually working, not how they should have been or should be working. See the enclosed instruction sheet for answering this questionnaire.

The use of the optical scan answer sheet has resulted in a rather lengthy questionnaire; however, pre-testing indicates that 20 minutes should be sufficient time for completing the questionnaire. Your responses are critical for valid overall evaluation results.

1. What is your current classification?
  1. Scientist/Engineer . . . . .(1)
  2. Administrative . . . . .(2)
  3. Specialist . . . . .(3)
  4. Technician . . . . .(4)
2. What is your organizational level?
  1. Branch or Unit Head . . . . .(1)
  2. Division Head or Assoc. Div. Hd. . . . .(2)
  3. Department Head or Assoc. Dept. Hd. . . . .(3)
  4. Director, Major Staff Office Head or Above .(4)
  5. Head, Program Office . . . . .(5)
3. Were you a supervisor/manager in July 1980 when NOSC/NWC entered into the Demonstration Project?
  1. Yes . . . . .(1)
  2. No . . . . .(2)
4. If yes, were you
  1. At the same organizational level . . . . .(1)
  2. At a lower organizational level . . . . .(2)

### Classification experience prior to Demonstration Project:

5. In the organization which you supervised prior to July 1980, were GS position descriptions usually drafted or written by:
  1. Yourself . . . . .(1)
  2. A lower level supervisor . . . . .(2)
  3. A staff assistant . . . . .(3)
  4. The employee . . . . .(4)

In the organization which you supervised prior to July 1980, about how many hours did you personally spend in drafting, reviewing, discussing final preparation of or negotiating over a typical position description in each of the following categories?

6. GS-14/15

1. Less than 4 hours . . . . .(1)
2. 4-8 hours . . . . .(2)
3. 9-16 hours . . . . .(3)
4. More than 16 hours . . . . .(4)
5. None done at this level . . . . .(5)

7. GS-13

1. Less than 4 hours . . . . .(1)
2. 4-8 hours . . . . .(2)
3. 9-16 hours . . . . .(3)
4. More than 16 hours . . . . .(4)
5. None done at this level . . . . .(5)

8. GS-12 Scientist, Engineer

1. Less than 4 hours . . . . .(1)
2. 4-8 hours . . . . .(2)
3. 9-16 hours . . . . .(3)
4. More than 16 hours . . . . .(4)
5. None at this level . . . . .(5)

9. GS-12 Technician, Administrative, Specialist

1. Less than 4 hours . . . . .(1)
2. 4-8 hours . . . . .(2)
3. 9-16 hours . . . . .(3)
4. More than 16 hours . . . . .(4)
5. None at this level . . . . .(5)

10. GS-5/11 Engineer, Scientist, Technician, Administrative

1. Less than 4 hours . . . . .(1)
2. 4-8 hours . . . . .(2)
3. 9-16 hours . . . . .(3)
4. More than 16 hours . . . . .(4)
5. None at this level . . . . .(5)

11. Clerical/Secretarial/Assistant (NOSC only)

1. Less than 4 hours . . . . .(1)
2. 4-8 hours . . . . .(2)
3. 9-16 hours . . . . .(3)
4. More than 16 hours . . . . .(4)
5. None at this level . . . . .(5)



After final preparation, about how many working days did it usually take for final approval/classification of each of the following:

12. GS-14/15

1. Less than 4 days . . . . .(1)
2. 4-8 days . . . . .(2)
3. 9-16 days . . . . .(3)
4. 17-30 days . . . . .(4)
5. More than 30 days . . . . .(5)
6. None at this level . . . . .(6)

13. GS-13

1. Less than 4 days . . . . .(1)
2. 4-8 days . . . . .(2)
3. 9-16 days . . . . .(3)
4. 17-30 days . . . . .(4)
5. More than 30 days . . . . .(5)
6. None at this level . . . . .(6)

14. GS-12 Scientist, Engineer

1. Less than 4 days . . . . .(1)
2. 4-8 days . . . . .(2)
3. 9-16 days . . . . .(3)
4. 17-30 days . . . . .(4)
5. More than 30 days . . . . .(5)
6. None at this level . . . . .(6)

15. GS-12 Technician, Administrative, Specialist

1. Less than 4 days . . . . .(1)
2. 4-8 days . . . . .(2)
3. 9-16 days . . . . .(3)
4. 17-30 days . . . . .(4)
5. More than 30 days . . . . .(5)
6. None at this level . . . . .(6)

16. GS-5/11 Engineer, Scientist, Technician, Administrative

1. Less than 4 days . . . . .(1)
2. 4-8 days . . . . .(2)
3. 9-16 days . . . . .(3)
4. 17-30 days . . . . .(4)
5. More than 30 days . . . . .(5)
6. None at this level . . . . .(6)

17. Clerical/Secretarial/Assistant (NOSC only)

1. Less than 4 days . . . . .(1)
2. 4-8 days . . . . .(2)
3. 9-16 days . . . . .(3)
4. 17-30 days . . . . .(4)
5. More than 30 days . . . . .(5)
6. None at this level . . . . .(6)

During a one year period, about how many position descriptions of each of the following types were prepared in the organization which you supervised? (Consider those needed for recruitment, reassignment, update for currency, promotion, etc.)

18. GS-14/15

- 1. None . . . . .(1)
- 2. 1-3 . . . . .(2)
- 3. 4-10 . . . . .(3)
- 4. 11-20 . . . . .(4)
- 5. 21-40 . . . . .(5)
- 6. Over 40 . . . . .(6)

19. GS-13

- 1. None . . . . .(1)
- 2. 1-3 . . . . .(2)
- 3. 4-10 . . . . .(3)
- 4. 11-20 . . . . .(4)
- 5. 21-40 . . . . .(5)
- 6. Over 40 . . . . .(6)

20. GS-12 Scientist, Engineer

- 1. None . . . . .(1)
- 2. 1-3 . . . . .(2)
- 3. 4-10 . . . . .(3)
- 4. 11-20 . . . . .(4)
- 5. 21-40 . . . . .(5)
- 6. Over 40 . . . . .(6)

21. GS-12 Technician, Administrative, Specialist

- 1. None . . . . .(1)
- 2. 1-3 . . . . .(2)
- 3. 4-10 . . . . .(3)
- 4. 11-20 . . . . .(4)
- 5. 21-40 . . . . .(5)
- 6. Over 40 . . . . .(6)

22. GS-5/11 Engineer, Scientist, Technician, Administrative

- 1. None . . . . .(1)
- 2. 1-3 . . . . .(2)
- 3. 4-10 . . . . .(3)
- 4. 11-20 . . . . .(4)
- 5. 21-40 . . . . .(5)
- 6. Over 40 . . . . .(6)

23. Clerical/Secretarial/Assistant (NOSC only)

- 1. None . . . . .(1)
- 2. 1-3 . . . . .(2)
- 3. 4-10 . . . . .(3)
- 4. 11-20 . . . . .(4)
- 5. 21-40 . . . . .(5)
- 6. Over 40 . . . . .(6)

24. How many position descriptions in your organization were typically out of date or inaccurate?

- 1. None . . . . .(1)
- 2. 1-10% . . . . .(2)
- 3. 11-25% . . . . .(3)
- 4. 26-50% . . . . .(4)
- 5. 51-99% . . . . .(5)
- 6. All . . . . .(6)

25. Were any inaccuracies primarily:

- 1. Major . . . . .(1)
- 2. Minor . . . . .(2)

26. What was the major reason for not updating position descriptions:

- 1. It took too much time. . . . .(1)
- 2. There was no payoff. . . . .(2)
- 3. Didn't want to jeopardize employee's GS rating . . . . .(3)
- 4. Accuracy of P.D.'s wasn't important enough to spend the time and effort updating them. . .(4)
- 5. Not applicable . . . . .(5)

27. On the average about how many times per year did you actually use or refer to an established position description in your organization?

- 1. Never . . . . .(1)
- 2. 1-2 times each . . . . .(2)
- 3. 3-5 times each . . . . .(3)
- 4. More than 5 times each . . . . .(4)

28. - 31. What were the major purposes for referring to a PD?  
Use answer sheet items 28-31 to indicate up to four purposes

- 1. Performance appraisal . . . . .(1)
- 2. Instructing/Guiding employees . . . . .(2)
- 3. Required reviews (accuracy, currency, position management report, maintenance review, etc.) . . . . .(3)
- 4. Position management decisions . . . . .(4)
- 5. Manpower planning . . . . .(5)
- 6. Recruitment (preparing and/or requesting certificate) . . . . .(6)
- 7. Refer to when making assignments . . . . .(7)
- 8. Promotion . . . . .(8)
- 9. Reassignment . . . . .(9)
- 10. Guideline for writing similar PDs . . . . .(10)

32. In general, how useful were the position descriptions to you?

1. Very useful. . . . .(1)
2. Moderately useful. . . . .(2)
3. Not useful . . . . .(3)
4. Irrelevant . . . . .(4)
5. Interfered with my job accomplishment . . .(5)

33. In general, how well informed or involved in position description preparation and the classification process were your non-supervisory employees?

1. Little or no involvement/knowledge . . . . .(1)
2. Understood what a P.D. is and its primary uses . . . . .(2)
3. Thoroughly understood the process. . . . .(3)

#### Demonstration Project Classification Experience

34. In the organization you now supervise, are Level/Specialty Designators (NOSC) or PACs (NWC) usually drafted or written by:

1. Yourself . . . . .(1)
2. A lower level supervisor . . . . .(2)
3. A staff assistant . . . . .(3)
4. The employee . . . . .(4)

About how many hours do you now spend in preparing, discussing negotiating over a typical Level/Specialty Designator(NOSC) or PAC (NWC) in each of the following categories?

35. DP-IV

1. Less than 1 hour . . . . .(1)
2. 1-3 hours . . . . .(2)
3. 4-8 hours . . . . .(3)
4. 9-16 hours . . . . .(4)
5. Over 16 hours . . . . .(5)
6. None at this level . . . . .(6)

36. DP-III

1. Less than 1 hour . . . . .(1)
2. 1-3 hours . . . . .(2)
3. 4-8 hours . . . . .(3)
4. 9-16 hours . . . . .(4)
5. Over 16 hours . . . . .(5)
6. None at this level . . . . .(6)

37. DT, DS, DA, III
1. Less than 1 hour . . . . .(1)
  2. 1-3 hours . . . . .(2)
  3. 4-8 hours . . . . .(3)
  4. 9-16 hours . . . . .(4)
  5. Over 16 hours . . . . .(5)
  6. None at this level . . . . .(6)
38. DP, DT, DS, DA Levels A, I and II
1. Less than 1 hour . . . . .(1)
  2. 1-3 hours . . . . .(2)
  3. 4-8 hours . . . . .(3)
  4. 9-16 hours . . . . .(4)
  5. Over 16 hours . . . . .(5)
  6. None at this level . . . . .(6)
39. Clerical/Secretarial/Assistant (NOSC only)
1. Less than 1 hour . . . . .(1)
  2. 1-3 hours . . . . .(2)
  3. 4-8 hours . . . . .(3)
  4. 9-16 hours . . . . .(4)
  5. Over 16 hours . . . . .(5)
  6. None at this level . . . . .(6)

After final preparation, about how many working days does it usually take for final approval/classification of each of the following?

40. DP-IV

1. 1-3 days . . . . . (1)
2. 4-8 days . . . . . (2)
3. 9-16 days . . . . . (3)
4. 16-30 days . . . . . (4)
5. Over 30 days . . . . . (5)
6. None at this level . . . . . (6)

41. DP-III

1. 1-3 days . . . . . (1)
2. 4-8 days . . . . . (2)
3. 9-16 days . . . . . (3)
4. 16-30 days . . . . . (4)
5. Over 30 days . . . . . (5)
6. None at this level . . . . . (6)

42. DT, DS, DA III

1. 1-3 days . . . . . (1)
2. 4-8 days . . . . . (2)
3. 9-16 days . . . . . (3)
4. 16-30 days . . . . . (4)
5. Over 30 days . . . . . (5)
6. None at this level . . . . . (6)

43. DP, DT, DS, DA Levels A, I & II

1. 1-3 days . . . . . (1)
2. 4-8 days . . . . . (2)
3. 9-16 days . . . . . (3)
4. 16-30 days . . . . . (4)
5. Over 30 days . . . . . (5)
6. None at this level . . . . . (6)

44. Clerical/Secretarial/Assistant (NOSC only)

1. 1-3 days . . . . . (1)
2. 4-8 days . . . . . (2)
3. 9-16 days . . . . . (3)
4. 16-30 days . . . . . (4)
5. Over 30 days . . . . . (5)
6. None at this level . . . . . (6)

Under the Demo, during a one year period, about how many PACs (NWC) or Level/Specialty Designators (NOSC) of each of the following types are prepared in your organization? (Consider those needed for recruitment, reassignment, update for currency, promotion, etc. Do not count those prepared for entering employees into the Demonstration Project initially.)

45. DP IV

1. None . . . . .(1)
2. 1-3 . . . . .(2)
3. 4-10 . . . . .(3)
4. 11-20 . . . . .(4)
5. 21-40 . . . . .(5)
6. Over 40 . . . . .(6)

46. DP III

1. None . . . . .(1)
2. 1-3 . . . . .(2)
3. 4-10 . . . . .(3)
4. 11-20 . . . . .(4)
5. 21-40 . . . . .(5)
6. Over 40 . . . . .(6)

47. DT, DS, DA III

1. None . . . . .(1)
2. 1-3 . . . . .(2)
3. 4-10 . . . . .(3)
4. 11-20 . . . . .(4)
5. 21-40 . . . . .(5)
6. Over 40 . . . . .(6)

48. DP, DT, DS, DA Levels A, I & II

1. None . . . . .(1)
2. 1-3 . . . . .(2)
3. 4-10 . . . . .(3)
4. 11-20 . . . . .(4)
5. 21-40 . . . . .(5)
6. Over 40 . . . . .(6)

49. Clerical/Secretarial/Assistant (NOSC only)

1. None . . . . .(1)
2. 1-3 . . . . .(2)
3. 4-10 . . . . .(3)
4. 11-20 . . . . .(4)
5. 21-40 . . . . .(5)
6. Over 40 . . . . .(6)

50. About how many Level/Specialty Designators (NOSC) PACs (NWC) are inaccurate or out of date in your organization?
1. None . . . . .(1)
  2. 1-10% . . . . .(2)
  3. 11-25% . . . . .(3)
  4. 26-50% . . . . .(4)
  5. 51-99% . . . . .(5)
  6. All . . . . .(6)
51. Do you use L/SD's (NOSC), PACs (NWC)?
1. Less often than P.D.'s . . . . .(1)
  2. About the same as P.D.'s . . . . .(2)
  3. More often than P.D.'s . . . . .(3)
- 52.- 55. For what purposes? (use answer sheet lines 51-54 to indicate up to 4 major purposes)
1. Performance appraisal . . . . .(1)
  2. Instructing/guiding employees . . . . .(2)
  3. Required reviews (accuracy, currency, position, management report, maintenance review, etc.). . . . .(3)
  4. Position management decisions . . . . .(4)
  5. Manpower planning . . . . .(5)
  6. Recruitment (preparing and/or requesting certificate . . . . .(6)
  7. Refer to when making assignments . . . . .(7)
  8. Promotion . . . . .(8)
  9. Reassignment . . . . .(9)
  10. Guideline for writing similar PDs . . . . .(10)
56. In general, how useful are PACs (NWC), L/SD's (NOSC) to you?
1. Very useful . . . . .(1)
  2. Moderately useful. . . . .(2)
  3. Not useful . . . . .(3)
  4. Irrelevant . . . . .(4)
  5. Interfere with my job accomplishment . . . . .(5)
57. In general, how well informed or involved in L/SD (NOSC), PACs (NWC) preparation and the classification process are your nonsupervisory employees now?
1. Little or no involvement/knowledge . . . . .(1)
  2. Understand what a L/SD (NOSC), PACs (NWC) is and its primary uses . . . . .(2)
  3. Thoroughly understand the process. . . . .(3)



Please provide your frank opinions below in light of your  
Demonstration Project experience

	True	Partially True	Not True	Don't Know
58. Classification is simpler & more understandable than before.	(1)	(2)	(3)	(4)
59. Classification takes significantly less time than before.	(1)	(2)	(3)	(4)
60. Classification paper work is significantly decreased in the Demo environment.	(1)	(2)	(3)	(4)
61. Demo classification levels are logical and reflect real world differences in difficulty.	(1)	(2)	(3)	(4)
62. Classification authority is responsibly exercised at this Center.	(1)	(2)	(3)	(4)
63. Conflicts/classification pressures are significantly reduced.	(1)	(2)	(3)	(4)
64. Conflicts/classification pressures are eliminated.	(1)	(2)	(3)	(4)
65. Position management is more important than before.	(1)	(2)	(3)	(4)
66. Supervisors and employees understand Demo classification better than the GS classification system.	(1)	(2)	(3)	(4)
67. Other more productive use is made of my time and knowledge than under the old classification system.	(1)	(2)	(3)	(4)
68. Relations between supervisors, employees, and personnel specialists are better than before.	(1)	(2)	(3)	(4)

	TRUE	PARTIALLY TRUE	NOT TRUE	DON'T KNOW
69. My personnel advisors now provide more productive assistance than before.	(1)	(2)	(3)	(4)

In the personnel management areas listed below indicate whether you have experienced increases/decreases in work under the Demo:

	INCREASED	ABOUT SAME	DECREASED	DON'T KNOW
70. Long range planning, manpower needs determination, position management.	(1)	(2)	(3)	(4)
71. Recruiting, interviewing, selecting employees.	(1)	(2)	(3)	(4)
72. Classification: preparing, reviewing PACs or L/SD's instead of PDs.	(1)	(2)	(3)	(4)
73. Classification: negotiation with personnel advisors.	(1)	(2)	(3)	(4)
74. Planning work with/for my employees (including development of performance plans)	(1)	(2)	(3)	(4)
75. Developing, coaching, on-the-job training of my employees.	(1)	(2)	(3)	(4)
76. Reviewing performance, monitoring sessions, appraising performance, providing feedback to employees.	(1)	(2)	(3)	(4)
77. Compensation (e.g., pay out decisions, salary management, other monetary awards, performance review board meetings, etc.)	(1)	(2)	(3)	(4)

	INCREASED	ABOUT SAME	DECREASED	DON'T KNOW
78. Dealing with employee management relations matters (retirements, removals, discipline, grievances, appeals, etc.)	(1)	(2)	(3)	(4)

79. Do you view the net change as an improvement:

1. Yes . . . . . (1)
2. No . . . . . (2)

80. The GS/WG performance appraisal system provided for "O" outstanding, "S" satisfactory, and "U" unsatisfactory ratings. No performance planning was required. In comparison, do you feel the Demo Project performance appraisal system contributes to your mission accomplishment?

1. More than the GS/WG system . . . . . (1)
2. About the same . . . . . (2)
3. Less than the GS/WG system . . . . . (3)

Please describe the parts of the Demo performance appraisal system as follows:

	Highly Beneficial	Beneficial	Not Important or Neither	Detrimental	Very Detrimental
81. Setting objectives/ performance planning.	(1)	(2)	(3)	(4)	(5)
82. Monitoring/review(s)	(1)	(2)	(3)	(4)	(5)
83. Year-end performance appraisal	(1)	(2)	(3)	(4)	(5)
84. Rating definitions	(1)	(2)	(3)	(4)	(5)
85. Linkage with pay	(1)	(2)	(3)	(4)	(5)
86. Management review process	(1)	(2)	(3)	(4)	(5)

	MORE	SAME	LESS
87. In general, how much do you (or your subordinate supervisors) know about the work your employees are actually doing compared with what you knew under the GS system?	(1)	(2)	(3)

88. How much communication about work expectations between the employees and supervisors in your organization is there now compared with before the Demo Project? (1) (2) (3)

89. In general, how much do you feel employees know about what is expected of them now as compared to before the Demo Project? (1) (2) (3)

90. (NOSC) The paperwork required (Form NOSC 12430/1), Performance Planning Appraisal is:  
 1. Insufficient for my need . . . . . (1)  
 2. About right . . . . . (2)  
 3. Excessive . . . . . (3)

91. (NWC) The paperwork required (NAWPNCE 12430/6) Performance Plan-Demonstration Project and (NAWPNCE 12430/9) Performance Assessment-Demonstration Project is:  
 1. Insufficient for my need . . . . . (1)  
 2. About right . . . . . (2)  
 3. Excessive . . . . . (3)

Does the time you spend on performance planning and appraisal under the Demonstration Project contribute to your accomplishment of the following tasks:

	Highly Beneficial	Beneficial	Not Important or Neither	Detrimen- tal	Very Detrimen- tal
92. Long range planning.	(1)	(2)	(3)	(4)	(5)
93. Determining manpower requirements.	(1)	(2)	(3)	(4)	(5)
94. Work scheduling.	(1)	(2)	(3)	(4)	(5)
95. Reporting to higher level management/sponsors.	(1)	(2)	(3)	(4)	(5)
96. Identifying training needs for employees.	(1)	(2)	(3)	(4)	(5)
97. Dealing with employee problems.	(1)	(2)	(3)	(4)	(5)

98. Predicting financial requirements (1) (2) (3) (4) (5)

99. Overall performance of my job as a supervisor/manager. (1) (2) (3) (4) (5)

100. Overall, would you rather work in the Demo environment than in the pre-July 1980 personnel management system?

1. Yes . . . . .(1)

2. No . . . . .(2)

APPENDIX B  
COMPUTER DATA TABLES

\*\*\*\*\*  
CROSSTABULATION OF  
ENTRSUPV SUPERVISOR AT DEMO ENTRY #3 BY  
DEMOIMP IS DEMO NET CHANGE AN IMPROVEMENT #79  
\*\*\*\*\*

ENTRSUPV	DEMOIMP		ROW TOTAL
	YES	NO	
YES	1.	2.	
	173	34	207
	83.6	16.4	85.2
	86.5	79.1	
NO	71.2	14.0	
	27	9	36
	75.0	25.0	14.8
	13.5	20.9	
COLUMN TOTAL		43	243
		82.3	100.0

CORRECTED CHI SQUARE = 1.01544 WITH 1 DEGREE OF FREEDOM  
SIGNIFICANCE = 0.3136  
RAW CHI SQUARE = 1.54823 WITH 1 DEGREE OF FREEDOM  
SIGNIFICANCE = 0.2134  
NUMBER OF MISSING OBSERVATIONS = 20

\*\*\*\*\*  
 cross tabulation of  
 payplan current classification #1 by  
 pref demo i prefer the demo environment #100  
 \*\*\*\*\*

		PREF DEMO							
		I		YES		NO			
		COUNT		ROW PCT		COL PCT		TOTAL	
		TOTAL		PCT		PCT		PCT	
PAYPLAN		1.		2.		3.		4.	
SCIENTIST		139		80.8		19.2		172	
engineer		68.1		54.9		13.0		68.0	
ADMINISTRATIVE		40		87.0		13.0		46	
		19.6		15.8		2.4		18.2	
SPECIALIST		8		72.7		27.3		11	
		3.9		3.2		6.1		4.3	
TECHNICIAN		17		70.8		29.2		24	
		8.3		6.7		2.8		9.5	
COLUMN TOTAL		204		80.6		19.4		253	
								100.0	

2 OUT OF 8 ( 25.0%) OF THE VALID CELLS HAVE EXPECTED  
 CELL FREQUENCY LESS THAN 5.0.  
 MINIMUM EXPECTED CELL FREQUENCY = 2.130  
 CHI SQUARE = 3.09757 WITH 3 DEGREES OF FREEDOM  
 SIGNIFICANCE = 0.3768  
 NUMBER OF MISSING OBSERVATIONS = 10

\*\*\*\*\*  
 crosstabulation of  
 entrsupv supervisci at demo entry #3 by  
 othtime other use is made of my time #67  
 \*\*\*\*\*

		CTHTIME															
		COUNT	I TRUE	EART	NOT	DON'T											
		ROW PCT	I TRUE	TRUE	TRUE	KNOW											
		COL PCT	1.	2.	3.	4.											
		TOT PCT	1.	2.	3.	4.											



\*\* \*\* \*\* \*\* \*\*  
 Crosstabulation of  
 INACCPDS NUMBER OF INACCURATE PDS #24 by  
 SUPV ORGANIZATIONAL LEVEL #2  
 \*\* \*\* \*\* \*

INACCPDS	COUNT		SUPV		DIVISION	DEPT	DIRECTOR		PROGRAM	ROW
	ROW	PCT	COL	PCT			maj	stf		
	TOT	PCT	head	head	head	head	4.	5.	hd	TOTAL
NONE	1.		19	6	0	0	0	0	2	27
			70.4	22.2	0.0	0.0	0.0	0.0	7.4	12.1
			14.8	9.8	0.0	0.0	0.0	0.0	11.1	
1-10%	2.		8.5	2.7	0	0	0	0	0.9	
			48	25	9	9	1	1	2	85
			56.5	29.4	10.6	69.2	33.3	11.1	2.4	38.1
11-25%	3.		37.5	41.0	4	4	0	0	0.9	
			21.5	11.2	0	0	0	0	5	56
			31	17	2	2	1	1	8.9	25.1
26-50%	4.		55.4	30.4	3	3	1	1	27.8	
			24.2	27.9	15.4	0.9	33.3	0.4	2.2	35
			13.9	7.6	0	0	0	0	11.4	15.7
51-99%	5.		19	10	2	2	0	0	4	
			54.3	28.6	5.4	15.4	0.0	0.0	11.4	17
			14.8	16.4	0.9	0	0	0	22.2	7.6
ALL	6.		8.5	4.5	0	0	0	0	1.8	
			10	2	0	0	1	1	4	3
			58.8	11.8	0.0	0.0	5.9	23.5	33.3	1.3
TOTAL			7.8	3.3	0.0	0.0	33.3	0.4	22.2	
			4.5	0.9	0	0	0	0	1.8	
			1	1	0	0	0	0	1	223
			33.3	33.3	0.0	0.0	0.0	0.0	5.6	100.0
			0.8	1.6	0.0	0.0	0.0	0.0	0.4	
			0.4	0.4	0.0	0.0	0.0	0.0	0.4	
			128	61	13	5.8	3	1.3	18	
			57.4	27.4					8.1	

20 OUT OF 30 ( 66.7%) OF THE VALID CELLS HAVE EXPECTED CELL  
 FREQUENCY LESS THAN 5.0.  
 MINIMUM EXPECTED CELL FREQUENCY = 0.040  
 CHI SQUARE = 24.86649 WITH 20 DEGREES OF FREEDOM  
 SIGNIFICANCE = 0.20666  
 NUMBER OF MISSING OBSERVATIONS = 40

\*\*\*\*\*  
 crosstabulation of  
 perinacc percent inaccurate pacs #50 by  
 supv organizational level #2  
 \*\*\*\*\*

PERINACC	SUPV										ROW TOTAL
	COUNT	1	2	3	4	5	6	7	8	9	
NONE	1.	106	34	5	1	13	159				62.4
		66.7	21.4	3.1	0.6	8.2					
		41.6	54.0	38.5	33.3	68.4					
1-10%	2.	44	26	6	2	5	83				32.5
		53.0	31.3	7.2	2.4	6.0					
		28.0	41.3	46.2	66.7	26.3					
		17.3	10.2	2.4	0.8	2.0					
11-25%	3.	6	3	2	0	1	12				4.7
		50.0	25.0	16.7	0.0	8.3					
		3.8	4.8	15.4	0.0	5.3					
		2.4	1.2	0.8	0.0	0.4					
51-99%	5.	1	0	0	0	0	1				0.4
		100.0	0.0	0.0	0.0	0.0					
		0.6	0.0	0.0	0.0	0.0					
		0.4	0.0	0.0	0.0	0.0					
COLUMN TOTAL		157	63	13	3	19	255				100.0
		61.6	24.7	5.1	1.2	7.5					

12 OUT OF 20 ( 60.0%) OF THE VALID CELLS HAVE EXPECTED CELL  
 FREQUENCY LESS THAN 5.0.  
 MINIMUM EXPECTED CELL FREQUENCY = 0.012  
 CHI SQUARE = 11.77630 WITH 12 DEGREES OF FREEDOM  
 SIGNIFICANCE = 0.4638  
 NUMBER OF MISSING OBSERVATIONS = 8

\*\*\*\*\*  
 crosstabulation of  
 usepacs how often do you use facs #51 by  
 supv organizational level #2  
 \*\*\*\*\*

		SUPV		DIVISION		DEPT		DIRECTOR		PROGRAM		ROW TOTAL	
COUNT		I		head		head		maj		OFF			
ROW PCT	COL PCT	I		1.		2.		3.		4.			
TOT PCT		I		I		I		I		I			
USEPACS													
1.													
LESS THAN PDS													
2.													
ABOUT THE SAME													
3.													
MORE THAN PDS													
COLUMN													
TOTAL													

6 OUT OF 15 ( 40.0%) OF THE VALID CELLS HAVE EXPECTED CELL  
 FREQUENCY LESS THAN 5.0.  
 MINIMUM EXPECTED CELL FREQUENCY = 0.524  
 CHI SQUARE = 7.25540 WITH 8 DEGREES OF FREEDOM  
 SIGNIFICANCE = 0.5093  
 NUMBER OF MISSING OBSERVATIONS = 11

\*\*\*\*\*  
 Crosstabulation of  
 payplan current classification #1 by  
 misscont performance plans contribute to mission #80  
 \*\*\*\*\*

	COUNT ROW PCT COL PCT TOT PCT	MISSCONT			ABOUT same	LESS than	ROW TOTAL
		I MORE than	gs 1.	I same 2.			
PAYPLAN	1.	I	115	I	47	I	174
SCIENTIST		I	66.1	I	27.0	I	68.0
engineer		I	70.1	I	61.8	I	
		I	44.9	I	18.4	I	
ADMINISTRATIVE	2.	I	29	I	15	I	47
		I	61.7	I	31.9	I	18.4
		I	17.7	I	19.7	I	
		I	11.3	I	5.9	I	
SPECIALIST	3.	I	5	I	6	I	11
		I	45.5	I	54.5	I	4.3
		I	3.0	I	7.9	I	
		I	2.0	I	2.3	I	
TECHNICIAN	4.	I	15	I	8	I	24
		I	62.5	I	33.3	I	9.4
		I	9.1	I	10.5	I	
		I	5.9	I	3.1	I	
COLUMN		I	164	I	76	I	256
TOTAL		I	64.1	I	29.7	I	100.0

4 OUT OF 12 ( 33.3%) OF THE VALID CELLS HAVE EXPECTED CELL  
 FREQUENCY LESS THAN 5.0.  
 MINIMUM EXPECTED CELL FREQUENCY = 0.688  
 CHI SQUARE = 4.62357 WITH 6 DEGREES OF FREEDOM  
 SIGNIFICANCE = 0.5929  
 NUMBER OF MISSING OBSERVATIONS = 7

CATEGORY LABEL	PAYPLAN	CURRENT CLASSIFICATION #1				ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
		CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	RELATIVE FREQ (PCT)		
SCIENTIST ENGINEER		1.	178	67.7	67.7	67.7	67.7
ADMINISTRATIVE		2.	49	18.6	18.6	86.3	86.3
SPECIALIST		3.	12	4.6	4.6	90.9	90.9
TECHNICIAN		4.	24	9.1	9.1	100.0	100.0
		TOTAL	263	100.0	100.0		
		MEAN	1.551	MEDIAN	1.239		

CATEGORY LABEL	SUPV	ORGANIZATIONAL LEVEL #2				ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
		CCDE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	RELATIVE FREQ (PCT)		
BRANCH HEAD		1.	163	62.0	62.0	62.0	62.0
DIVISION HEAD		2.	64	24.3	24.3	86.6	86.6
DEPT HEAD		3.	13	4.9	4.9	91.7	91.7
DIRECTOR MAJOR STAFF		4.	1	1.1	1.1	92.7	92.7
PROGRAM OFFICE HEAD		5.	19	7.2	7.2	100.0	100.0
NO RESPONSE		0.	1	0.4	0.4	100.0	100.0
		TOTAL	263	100.0	100.0		
		MEAN	1.668	MEDIAN	1.304		

CATEGORY LABEL	ENTRSUPV SUPERVISOR AT DEMO ENTRY #3		ABSOLUTE		RELATIVE		ADJUSTED		CUM	
	CCDE	FREQ	FREQ	(PCT)	FREQ	(PCT)	FREQ	(PCT)	FREQ	(PCT)
YES	1.	210	79.8	19.8	80.2	100.0	80.2	100.0	80.2	100.0
NO	2.	52	19.8	0.4	19.8	100.0	19.8	100.0	100.0	100.0
NO RESPONSE	0.	1	0.4		MISSING		MISSING			
	TOTAL	263	100.0		100.0		100.0			
	MEAN	1.198			MEDIAN	1.124				

CATEGORY LABEL	LEVEL SUPERVISORY LEVEL AT ENTRY #4		ABSOLUTE		RELATIVE		ADJUSTED		CUM	
	CODE	FREQ	FREQ	(PCT)	FREQ	(PCT)	FREQ	(PCT)	FREQ	(PCT)
SAME LEVEL	1.	168	63.9	17.9	78.1	100.0	78.1	100.0	78.1	100.0
LOWER LEVEL	2.	47	17.9	18.3	21.9	100.0	21.9	100.0	100.0	100.0
NO RESPONSE	0.	48	18.3		MISSING		MISSING			
	TOTAL	263	100.0		100.0		100.0			
	MEAN	1.219			MEDIAN	1.140				

WRITEPD	AUTHOR OF GENERAL SCHEDULE	PDS #5	RELATIVE	ADJUSTED	CUM
CATEGORY LABEL	CCODE	ABSOLUTE	FREQ (PCT)	FREQ (PCT)	FREQ (PCT)
YOURSELF	1.	16	61.2	7	7
SUB-SUPERVISOR	2.	26	9.9	11.8	84.6
STAFF ASST	3.	24	9.1	10.9	95.5
EMPLOYEE	4.	10	3.8	4.5	100.0
NO RESPONSE	0.	42	16.0	MISSING	100.0
	TOTAL	263	100.0	100.0	
	MEAN	1.471			
			MEDIAN		
			1.186		

PDHOURS	HOURS PREPARING	GS-14	15	PDS #6	RELATIVE	ADJUSTED	CUM
CATEGORY LABEL	CCODE	ABSOLUTE	FREQ (PCT)	FREQ (PCT)	FREQ (PCT)	FREQ (PCT)	FREQ (PCT)
UNDER 4 HOURS	1.	18	6.8	8.4	8.4	8.4	8.4
4-8 HOURS	2.	16	6.1	7.5	15.9	15.9	15.9
9-16 HOURS	3.	11	4.2	5.1	21.0	21.0	21.0
OVER 16 HOURS	4.	22	8.4	10.3	31.3	31.3	31.3
NA	5.	147	55.9	68.7	100.0	100.0	100.0
NO RESPONSE	0.	49	18.6	MISSING	100.0	100.0	100.0
	TOTAL	263	100.0	100.0			
	MEAN	4.234					
			MEDIAN				
			4.772				

CATEGORY LABEL	PDHOURSE	HOURS	PREPARING GS-13		PDS #7		ADJUSTED	CUM
			ABSOLUTE	RELATIVE	FREQ	PCT		
UNDER 4 HOURS			CCDE	FREQ <td>FREQ <td>(PCT) <td>FREQ <td>(PCT) </td></td></td></td>	FREQ <td>(PCT) <td>FREQ <td>(PCT) </td></td></td>	(PCT) <td>FREQ <td>(PCT) </td></td>	FREQ <td>(PCT) </td>	(PCT)
4-8 HOURS			1.	24	9.1	11.0	11.0	11.0
9-16 HOURS			2.	40	15.2	18.3	29.4	29.4
OVER 16 HOURS			3.	31	11.8	14.2	43.6	43.6
N A			4.	40	15.2	18.3	61.9	61.9
NO RESPONSE			5.	83	31.6	38.1	100.0	100.0
			0.	45	17.1	MISSING		
			TOTAL	263	100.0	100.0		
			MEAN	3.541				
			MEDIAN	3.850				

CATEGORY LABEL	PDHOURSC	HOURS	PREPARING GS-12		SEE PDS #8		ADJUSTED	CUM
			ABSOLUTE	RELATIVE	FREQ	PCT		
UNDER 4 HOURS			CCDE	FREQ <td>FREQ <td>(PCT) <td>FREQ <td>(PCT) </td></td></td></td>	FREQ <td>(PCT) <td>FREQ <td>(PCT) </td></td></td>	(PCT) <td>FREQ <td>(PCT) </td></td>	FREQ <td>(PCT) </td>	(PCT)
4-8 HOURS			1.	40	15.2	18.6	18.6	18.6
9-16 HOURS			2.	62	23.6	28.8	47.4	47.4
OVER 16 HOURS			3.	26	9.9	12.1	59.5	59.5
N A			4.	23	8.7	10.7	70.2	70.2
NO RESPONSE			5.	64	24.3	29.8	100.0	100.0
			0.	48	18.3	MISSING		
			TOTAL	263	100.0	100.0		
			MEAN	3.042				
			MEDIAN	2.712				



CATEGORY LABEL	PDHOURS	HOURS PREPARING	GS-12	TAS	PDS #9	RELATIVE		ADJUSTED		CUM FREQ (PCT)
						FREQ	(PCT)	FREQ	(PCT)	
UNDER 4 HOURS	1.	32	12.2	15.0	15.0	15.0	15.0	15.0	15.0	15.0
4-8 HOURS	2.	47	17.9	22.0	22.0	22.0	22.0	22.0	36.9	36.9
9-16 HOURS	3.	39	14.8	18.2	18.2	18.2	18.2	18.2	55.1	55.1
OVER 16 HOURS	4.	33	12.5	15.4	15.4	15.4	15.4	15.4	70.6	70.6
NO RESPONSE	5.	63	24.0	29.4	29.4	29.4	29.4	29.4	100.0	100.0
	0.	49	18.6	MISSING	MISSING	MISSING	MISSING	MISSING	100.0	100.0
	TOTAL	263	100.0	100.0	100.0	100.0	100.0	100.0		
	MEAN	3.224								
	MEDIAN	3.218								

CATEGORY LABEL	PDHOURS	HOURS PREPARING	GS-5	11	ALL	PDS #10	RELATIVE		ADJUSTED		CUM FREQ (PCT)
							FREQ	(PCT)	FREQ	(PCT)	
UNDER 4 HOURS	1.	71	27.0	32.7	32.7	32.7	32.7	32.7	32.7	32.7	32.7
4-8 HOURS	2.	66	25.1	30.4	30.4	30.4	30.4	30.4	30.4	63.1	63.1
9-16 HOURS	3.	41	15.6	18.9	18.9	18.9	18.9	18.9	18.9	82.0	82.0
OVER 16 HOURS	4.	27	10.3	12.4	12.4	12.4	12.4	12.4	12.4	94.5	94.5
NO RESPONSE	5.	12	4.6	5.5	5.5	5.5	5.5	5.5	5.5	100.0	100.0
	0.	46	17.5	MISSING	MISSING	MISSING	MISSING	MISSING	MISSING	100.0	100.0
	TOTAL	263	100.0	100.0	100.0	100.0	100.0	100.0	100.0		
	MEAN	2.276									
	MEDIAN	2.068									

EDDAYS		DAYS FOR CLASSIFICATION GS-14 15 #12		RELATIVE		ADJUSTED		CUM	
CATEGORY LABEL	CODE	ABSOLUTE FREQ	FREQ (PCT)	FREQ (PCT)	FREQ (PCT)	FREQ (PCT)	FREQ (PCT)	FREQ (PCT)	FREQ (PCT)
UNDER 4 DAYS	1.	2	0.8	0.9	0.9	0.9	0.9	0.9	0.9
4-8 DAYS	2.	4	1.5	1.9	1.9	1.9	2.8	2.8	2.8
9-16 DAYS	3.	16	6.1	7.5	7.5	7.5	12.1	12.1	12.1
17-30 DAYS	4.	49	18.6	22.9	22.9	22.9	35.0	35.0	35.0
OVER 30 DAYS	5.	139	52.6	65.0	65.0	65.0	100.0	100.0	100.0
N A	6.	49	18.6	MISSING	MISSING	MISSING	100.0	100.0	100.0
NO RESPONSE	0.	---	---	---	---	---	---	---	---
		TOTAL	263	100.0	100.0	100.0	100.0	100.0	100.0
		MEAN	5.444	MEDIAN		5.730			

PDDAYS		DAYS FOR CLASSIFICATION GS-13 #13		RELATIVE		ADJUSTED		CUM	
CATEGORY LABEL	CODE	ABSOLUTE FREQ	FREQ (PCT)	FREQ (PCT)	FREQ (PCT)	FREQ (PCT)	FREQ (PCT)	FREQ (PCT)	FREQ (PCT)
UNDER 4 DAYS	1.	2	0.8	0.9	0.9	0.9	0.9	0.9	0.9
4-8 DAYS	2.	7	2.7	3.2	3.2	3.2	4.3	4.3	4.3
9-16 DAYS	3.	11	4.2	5.1	5.1	5.1	9.3	9.3	9.3
17-30 DAYS	4.	47	17.9	21.8	21.8	21.8	31.0	31.0	31.0
OVER 30 DAYS	5.	71	27.0	32.9	32.9	32.9	63.9	63.9	63.9
N A	6.	78	29.7	36.1	36.1	36.1	100.0	100.0	100.0
NO RESPONSE	0.	47	17.9	MISSING	MISSING	MISSING	100.0	100.0	100.0
		TOTAL	263	100.0	100.0	100.0	100.0	100.0	100.0
		MEAN	4.907	MEDIAN		5.077			



EDDAYSE	DAYS FOR CLASSIFICATION	ALL PDS #16	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
CATEGORY LABEL	CODE	ABSOLUTE FREQ			
UNDER 4 DAYS	1.	17	6.5	7.8	7.8
4-8 DAYS	2.	30	11.4	13.8	21.7
9-16 DAYS	3.	54	20.5	24.9	46.5
17-30 DAYS	4.	58	22.1	26.7	73.3
OVER 30 DAYS	5.	46	17.5	21.2	94.5
N A	6.	12	4.6	5.5	100.0
NO RESPONSE	0.	46	17.5	MISSING	100.0
TOTAL		263	100.0		
MEAN 3.562		MEDIAN 3.629			

NUMEDSA	GS-14	15	PDS PREPARED #18	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
CATEGORY LABEL	CODE	ABSOLUTE FREQ				
NONE PDS	1.	160	60.8	73.7	73.7	73.7
1-3 PDS	2.	52	19.8	24.0	97.7	97.7
4-10 PDS	3.	2	0.8	0.9	98.6	98.6
OVER 40 PDS	6.	3	1.1	1.4	100.0	100.0
NO RESPONSE	0.	46	17.5	MISSING		
TOTAL		263	100.0			
MEAN 1.327		MEDIAN 1.178				

CATEGORY LABEL	NUMPDSB	GS-13 PDS PREPARED #19	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NCNE			94	35.7	43.1	43.1
1-3 PDS			114	43.3	52.3	95.4
4-10 PDS			2	0.8	3.9	99.1
OVER 40 PDS			45	17.1	MISSING	100.0
NO RESPONSE						100.0
			TOTAL 263	100.0	100.0	
			MEAN 1.642	MEDIAN 1.632		

CATEGORY LABEL	NUMEDSC	GS-12 SEE PDS PREPARED #20	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NCNE			66	25.1	30.7	30.7
1-3 PDS			108	41.1	50.2	80.9
4-10 PDS			39	14.8	18.1	99.1
11-20 PDS			2	0.8	0.9	100.0
NO RESPONSE			48	18.3	MISSING	100.0
			TOTAL 263	100.0	100.0	
			MEAN 1.893	MEDIAN 1.884		

CATEGORY LABEL	NUMEDSE	GS-12	TAS	PDS	PREPARED #21	ABSOLUTE	RELATIVE	ADJUSTED	CUM
					FREQ	FREQ	FREQ	FREQ	FREQ
					(PCT)	(PCT)	(PCT)	(PCT)	(PCT)
NCNE					78	29.7	35.8	35.8	35.8
1-3 PDS					118	44.9	54.1	89.9	89.9
4-10 PDS					17	6.5	7.8	97.7	97.7
11-20 PDS					5	1.9	2.3	100.0	100.0
NO RESPONSE					45	17.1	MISSING	100.0	100.0
					TOTAL	263	100.0	100.0	100.0
					MEAN	1.766	MEDIAN	1.763	

CATEGORY LABEL	NUMEDSE	ALI	FDS	PREPARED #22	ABSOLUTE	RELATIVE	ADJUSTED	CUM
					FREQ	FREQ	FREQ	FREQ
					(PCT)	(PCT)	(PCT)	(PCT)
NCNE					22	8.4	10.0	10.0
1-3 PDS					126	47.9	57.5	67.6
4-10 PDS					58	22.1	26.5	94.1
11-20 PDS					9	3.4	4.1	98.2
21-40 PDS					4	1.5	1.8	100.0
NO RESPONSE					44	16.7	MISSING	100.0
					TOTAL	263	100.0	100.0
					MEAN	2.301	MEDIAN	2.194

CATEGORY LABEL	INACCIDS	NUMBER OF INACCURATE	PDS #24		ADJUSTED	CUM
			ABSOLUTE	RELATIVE		
		CODE	FREQ	FREQ (PCT)	FREQ (PCT)	FREQ (PCT)
NONE		1.	27	10.3	12.1	12.1
1-10%		2.	85	32.3	37.9	50.0
11-25%		3.	57	21.7	25.4	75.4
26-50%		4.	35	13.3	15.6	91.1
51-99%		5.	17	6.5	7.6	98.7
ALL		6.	3	1.1	1.3	100.0
NO RESPONSE		0.	39	14.8	MISSING	100.0
		TOTAL	263	100.0	100.0	
MEAN			2.728			2.500

CATEGORY LABEL	HOWINAOC	DEGREE OF INACCURACY	#25		ADJUSTED	CUM
			ABSOLUTE	RELATIVE		
		CCDE	FREQ	FREQ (PCT)	FREQ (PCT)	FREQ (PCT)
MAJOR		1.	28	9.9	12.1	12.1
MINOR		2.	189	71.9	87.9	100.0
NO RESPONSE		0.	48	18.3	MISSING	100.0
		TOTAL	263	100.0	100.0	
MEAN			1.879			1.931

REASINAC	MAJOR REASCN FOR NOT UPDATING #26	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
CATEGORY LABEL	CCDE				
TOO MUCH TIME	1.	31	11.8	14.2	14.2
NO PAYOFF	2.	26	9.9	11.9	26.1
AVOID JEOPARDY	3.	6	2.3	2.8	28.9
ACCURACY UNIMPCRTANT	4.	120	45.6	55.0	83.9
N A	5.	35	13.3	16.1	100.0
NO RESPONSE	0.	45	17.1	MISSING	100.0
	TOTAL	263	100.0	100.0	
	MEAN 3.468				
	MEDIAN 3.883				

USEPDS	TIMES EDS USED PER YEAR #27	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
CATEGORY LABEL	CCDE				
NEVER	1.	35	13.3	15.7	15.7
1-2 TIMES EACH	2.	149	56.7	66.8	82.5
3-5 TIMES EACH	3.	25	9.5	11.2	93.7
OVER 5 TIMES EACH	4.	14	5.3	6.3	100.0
NO RESPONSE	0.	40	15.2	MISSING	100.0
	TOTAL	263	100.0	100.0	
	MEAN 2.081				
	MEDIAN 2.013				



REASNA	MAJOR PURPOSE FOR USING PD #28	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
CATEGORY LABEL	CCODE				
PERF APPRAISAL	1.	95	36.1	48.5	48.5
INSTRUCT EMPLOYEES	2.	8	3.0	4.1	52.6
REQUIRED REVIEWS	3.	61	23.2	31.1	83.7
PSN MGMT DECISIONS	4.	5	1.9	2.6	86.2
HANPHR PLANNING	5.	2	0.8	1.0	87.2
RECRUITMENT	6.	12	4.6	6.1	93.4
MAKE ASSIGNMENTS	7.	10	3.8	1.0	94.4
PROMOTION	8.	1	0.4	5.1	99.5
REASSIGNMENT	9.	67	25.5	0.5	100.0
NO RESPONSE	0.			MISSING	100.0
TOTAL		263	100.0		
MEAN 2.546					
MEDIAN 1.875					

REASNA	MAJOR PURPOSE FOR USING PD #29	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
CATEGORY LABEL	CCODE				
PERF APPRAISAL	1.	3	1.1	1.6	1.6
INSTRUCT EMPLOYEES	2.	21	8.0	11.4	13.0
REQUIRED REVIEWS	3.	59	22.4	31.9	44.9
PSN MGMT DECISIONS	4.	14	5.3	7.6	52.4
HANPHR PLANNING	5.	15	5.7	2.7	55.1
RECRUITMENT	6.	40	15.2	21.6	76.8
MAKE ASSIGNMENTS	7.	40	15.2	21.6	98.4
PROMOTION	8.	1	0.4	0.5	99.5
REASSIGNMENT	9.	78	29.7	MISSING	100.0
NO RESPONSE	0.				
TOTAL		263	100.0		
MEAN 4.789					
MEDIAN 4.179					

REASONC	MAJOR PURPOSE FOR USING PD #30	ADJUSTED	CUM
		FREQ (PCT)	FREQ (PCT)
CATEGORY LABEL	CCCE		
PERF APPRAISAL	1.	6	3.8
INSTRUCT EMPLOYEES	2.	4	6.3
REQUIRED REVIEWS	3.	15	15.8
PSN MGMT DECISIONS	4.	17	20.3
HANPWR PLANNING	5.	4	22.8
RECRUITMENT	6.	33	43.7
MAKE ASSIGNMENTS	7.	4	46.2
PROMOTION	8.	75	93.7
REASSIGNMENT	9.	10	93.7
NO RESPONSE	0.	105	100.0
	TOTAL	263	100.0
	MEAN 6.475		
	MEDIAN 7.580		

REASONC	MAJOR PURPOSE FOR USING PD #31	ADJUSTED	CUM
		FREQ (PCT)	FREQ (PCT)
CATEGORY LABEL	CCCE		
PERF APPRAISAL	1.	6	9.0
INSTRUCT EMPLOYEES	2.	3	11.9
REQUIRED REVIEWS	3.	5	19.4
PSN MGMT DECISIONS	4.	9	25.4
HANPWR PLANNING	5.	4	38.8
RECRUITMENT	6.	3	46.3
MAKE ASSIGNMENTS	7.	21	50.7
PROMOTION	8.	12	82.1
REASSIGNMENT	9.	196	100.0
NO RESPONSE	0.		
	TOTAL	263	100.0
	MEAN 6.164		
	MEDIAN 7.333		

CATEGORY LABEL	HOW USEFUL WERE PDS TO YOU #32	ABSOLUTE	RELATIVE	ADJUSTED	CUM
		FREQ	(PCT)	FREQ	FREQ
				(PCT)	(PCT)
VERY USEFUL	1.	16	6.1	7.2	7.2
MODERATE USE	2.	117	44.5	52.9	60.2
NOT USEFUL	3.	63	24.0	28.5	88.7
IRRELEVANT	4.	20	7.6	9.0	97.7
INTERFERE W JOB	5.	5	1.9	2.3	100.0
NO RESPONSE	0.	42	16.0	MISSING	100.0
	TOTAL	263	100.0	100.0	
	MEAN 2.462		MEDIAN 2.308		

CATEGORY LABEL	NONSUPV INVOLVEMENT IN CLASS #33	ABSOLUTE	RELATIVE	ADJUSTED	CUM
		FREQ	(PCT)	FREQ	FREQ
				(PCT)	(PCT)
LITTLE NC INVOLVEMENT	1.	58	22.1	26.1	26.1
KNOW PFIMARY USES	2.	155	58.9	69.8	95.9
THOROUGH UNDERSTAND	3.	9	3.4	4.1	100.0
NO RESPONSE	0.	41	15.6	MISSING	100.0
	TOTAL	263	100.0	100.0	
	MEAN 1.779		MEDIAN 1.842		

CATEGORY LABEL	WRITEEY	PACS ARE USUALLY WRITTEN BY #34	ABSOLUTE		RELATIVE		ADJUSTED		CUM	
			CCDE	FREQ	FREQ	(PCT)	FREQ	(PCT)	FREQ	(PCT)
YOURSELF			1.	153	58.2		60.0		60.0	
SUB SUPERVISOR			2.	38	14.4		14.9		74.9	
STAFF ASST			3.	15	5.7		5.9		80.8	
EMPLOYEE			4.	49	18.6		19.2		100.0	
NO RESPONSE			0.	8	3.0		MISSING		100.0	
			TOTAL	263	100.0		100.0			
			MEAN 1.843		MEDIAN 1.333					

CATEGORY LABEL	PREPHRSA	HOURS SPENT ON PREP DP-4	PAC #35	ABSOLUTE		RELATIVE		ADJUSTED		CUM	
				CCDE	FREQ	FREQ	(PCT)	FREQ	(PCT)	FREQ	(PCT)
UNDER 1 HOUR				1.	57	21.7		22.8		22.8	
1-3 HOURS				2.	33	12.5		13.2		36.0	
4-8 HOURS				3.	4	1.5		1.6		37.6	
9-16 HOURS				4.	1	0.4		0.4		38.0	
OVER 16 HOURS				5.	3	1.1		1.2		39.2	
NONE				6.	152	57.8		60.8		100.0	
NO RESPONSE				0.	13	4.9		MISSING		100.0	
				TOTAL	263	100.0		100.0			
				MEAN 4.264		MEDIAN 5.678					

CATEGORY LABEL	PREPHRSE HOURS SPENT ON PREP DP-3 PAC #36				ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	CCDE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	RELATIVE FREQ (PCT)		
UNDER 1 HOUR	1.	119	45.2	46.1	46.1	46.1
1-3 HOURS	2.	67	25.5	72.1	72.1	72.1
4-8 HOURS	3.	22	8.4	80.6	80.6	80.6
9-16 HOURS	4.	5	1.9	82.7	82.7	82.7
OVER 16 HOURS	5.	3	1.1	83.7	83.7	83.7
NONE	6.	4	1.6	100.0	100.0	100.0
NO RESPONSE	0.	5	1.9	MISSING	MISSING	100.0
	TOTAL	263	100.0	100.0		
	MEAN	2.349				
			MEDIAN	1.649		

CATEGORY LABEL	PREPHRSC HOURS SPENT ON PREP DT S A-3 PAC #17				ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	CCDE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	RELATIVE FREQ (PCT)		
UNDER 1 HOUR	1.	117	44.5	46.2	46.2	46.2
1-3 HOURS	2.	71	27.0	73.2	73.2	73.2
4-8 HOURS	3.	26	9.9	83.1	83.1	83.1
9-16 HOURS	4.	6	2.3	85.4	85.4	85.4
OVER 16 HOURS	5.	3	1.1	86.5	86.5	86.5
NCNE	6.	30	11.4	97.9	97.9	97.9
NO RESPONSE	0.	10	3.8	MISSING	MISSING	100.0
	TOTAL	263	100.0	100.0		
	MEAN	2.198				
			MEDIAN	1.634		

CATEGORY LABEL	FREPHRSD	HOURS SPENT ON PREP LEVEL	A, 182 #38		CUM FREQ (PCT)
			RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	
UNDER 1 HOUR	1.	137	52.1	53.7	53.7
1-3 HOURS	2.	61	23.2	23.9	77.6
4-8 HOURS	3.	23	8.7	9.0	86.6
9-16 HOURS	4.	5	1.9	2.0	88.6
OVER 16 HOURS	5.	2	0.8	0.8	89.4
NONE	6.	27	10.3	10.6	100.0
NO RESPONSE	0.	8	3.0	MISSING	100.0
TOTAL			263	100.0	
MEAN 2.039			MEDIAN 1.431		

CATEGORY LABEL	APPDAYS	DAYS TO CLASSIFY DE-4	PAC #40		CUM FREQ (PCT)
			RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	
1-3 DAYS	1.	23	8.7	9.4	9.4
4-8 DAYS	2.	33	12.5	13.5	22.9
9-16 DAYS	3.	16	6.1	6.5	29.4
16-30 DAYS	4.	12	4.6	4.9	34.3
OVER 30 DAYS	5.	8	3.0	3.3	37.6
NONE	6.	153	58.2	62.4	100.0
NO RESPONSE	0.	18	6.8	MISSING	100.0
TOTAL			263	100.0	
MEAN 4.665			MEDIAN 5.699		

CATEGORY LABEL	APPCDAYSE DAYS TO CLASSIFY DF-3 PAC #41				ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	CCDE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)		
1-3 DAYS	1.	59	22.4	23.3	23.3	
4-8 DAYS	2.	80	30.4	31.6	54.9	
9-16 DAYS	3.	41	15.6	16.2	71.1	
16-30 DAYS	4.	22	8.4	8.7	79.8	
OVER 30 DAYS	5.	11	4.2	4.3	84.2	
NONE	6.	40	15.2	15.8	100.0	
NO RESPONSE	0.	10	3.8	MISSING	100.0	
	TOTAL	263	100.0	100.0		
	MEAN	2.866				
			MEDIAN	2.344		

CATEGORY LABEL	APPCDAYSC DAYS TO CLASSIFY DT S A-3 PAC #42				ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	CCDE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)		
1-3 DAYS	1.	55	20.9	22.3	22.3	
4-8 DAYS	2.	76	28.9	30.8	53.0	
9-16 DAYS	3.	48	18.3	19.4	72.5	
16-30 DAYS	4.	25	9.5	10.1	82.6	
OVER 30 DAYS	5.	11	4.2	4.5	87.0	
NCNE	6.	32	12.2	13.0	100.0	
NO RESPONSE	0.	16	6.1	MISSING	100.0	
	TOTAL	263	100.0	100.0		
	MEAN	2.826				
			MEDIAN	2.401		

CATEGORY LABEL	APPDAYS0 DAYS TO CLASSIFY LEVEL A, 1&2 PAC #43				CUM FREQ (PCT)
	CCDE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	
1-3 DAYS	1.	63	24.7	25.6	25.6
4-8 DAYS	2.	87	33.1	34.3	59.8
9-16 DAYS	3.	37	14.1	14.6	74.4
16-30 DAYS	4.	24	9.1	9.4	83.9
OVER 30 DAYS	5.	13	4.9	5.1	89.0
NONE	6.	28	10.6	11.0	100.0
NO RESPONSE	0.	9	3.4	MISSING	100.0
	TOTAL	263	100.0	100.0	
	MEAN	2.673	MEDIAN	2.213	

CATEGORY LABEL	PACSYRA NUMBER FACS PER YEAR DP-4 #45				CUM FREQ (PCT)
	CCDE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	
NONE	1.	192	73.0	75.3	75.3
1-3 PACS	3.	52	19.8	20.4	95.7
4-10 PACS	6.	4	1.5	1.6	97.3
OVER 40 FACS	0.	7	2.7	2.7	100.0
NO RESPONSE		8	3.0	MISSING	100.0
	TOTAL	263	100.0	100.0	
	MEAN	1.373	MEDIAN	1.164	



CATEGORY LABEL	PACSYRE	NUMBER PACS	PER YEAR DP-3 #46		ADJUSTED	CUM
			ABSOLUTE	RELATIVE		
		CODE	FREQ	(PCT)	FREQ (PCT)	FREQ (PCT)
NONE		1.	64	24.3	24.6	24.6
1-3 PACS		2.	138	52.5	53.1	77.7
4-10 PACS		3.	49	18.6	18.8	96.5
11-20 PACS		4.	6	2.3	2.3	98.8
21-40 PACS		5.	2	0.8	0.8	99.6
OVER 40 PACS		6.	1	0.4	0.4	100.0
NO RESPONSE		0.	3	1.1	MISSING	100.0
		TOTAL	263	100.0	100.0	
	MEAN 2.027			MEDIAN 1.978		

CATEGORY LABEL	PACSYRC	NUMBER PACS	PER YEAR DT S A-3 #47		ADJUSTED	CUM
			ABSOLUTE	RELATIVE		
		CODE	FREQ	(PCT)	FREQ (PCT)	FREQ (PCT)
NONE		1.	58	22.1	22.6	22.6
1-3 PACS		2.	149	56.7	58.0	80.5
4-10 PACS		3.	42	16.0	16.3	96.9
11-20 PACS		4.	6	2.3	2.3	99.2
OVER 40 PACS		6.	2	0.8	0.8	100.0
NO RESPONSE		0.	6	2.3	MISSING	100.0
		TOTAL	263	100.0	100.0	
	MEAN 2.016			MEDIAN 1.973		

CATEGORY LABEL	PACSYRD	NUMBER PACS PER YEAR	LEVEL A, 1&2 #48		ADJUSTED FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
			ABSOLUTE FREQ	RELATIVE FREQ (PCT)			
NONE			44	16.7	17.1	17.1	17.1
1-3 PACS			145	55.1	56.2	73.3	73.3
4-10 PACS			52	19.8	20.2	93.4	93.4
11-20 PACS			14	5.3	5.4	98.8	98.8
21-40 PACS			2	0.8	0.8	99.6	99.6
OVER 40 PACS			1	0.4	0.4	100.0	100.0
NO RESPONSE			5	1.9	MISSING	100.0	100.0
TOTAL			263	100.0			
MEAN 2.178			MEDIAN 2.086				

CATEGORY LABEL	PERINACC	PERCENT INACCURATE PACS	#50		ADJUSTED FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
			ABSOLUTE FREQ	RELATIVE FREQ (PCT)			
NONE			160	60.8	62.5	62.5	62.5
1-10%			83	31.6	32.4	94.9	94.9
11-25%			12	4.6	4.7	99.6	99.6
51-99%			1	0.4	0.4	100.0	100.0
NO RESPONSE			7	2.7	MISSING	100.0	100.0
TOTAL			263	100.0			
MEAN 1.434			MEDIAN 1.300				

UNCLASSIFIED

THE NAVAL WEAPONS CENTER CHINA LAKE (07) NAVAL  
POSTGRADUATE SCHOOL MONTEREY CA Y E WILLIAMS JUN 83  
F/G 5/1

2' 2

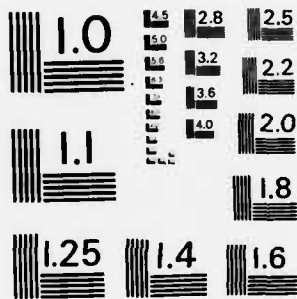
NL

END

DATE  
FILMED

9 8:

DTI



MICROCOPY RESOLUTION TEST CHART  
NATIONAL BUREAU OF STANDARDS-1963-A

CATEGORY LABEL	USEPACS	HOW OFTEN DO YOU USE PACS #51	ABSOLUTE		RELATIVE		ADJUSTED		CUM	
			CODE	FREQ	(PCT)	FREQ	(PCT)	FREQ	(PCT)	FREQ
LESS THAN PDS			1.	44	16.7	17.4	17.4	17.4	17.4	17.4
ABOUT THE SAME			2.	135	51.3	53.4	53.4	70.8	70.8	70.8
MORE THAN PDS			3.	74	28.1	29.2	29.2	100.0	100.0	100.0
NO RESPONSE			0.	10	3.8	MISSING	MISSING	100.0	100.0	100.0
			TOTAL	263	100.0					
			MEAN 2.119			MEDIAN 2.111				

CATEGORY LABEL	PACPURPA	PACS ARE USED FOR #52	ABSOLUTE		RELATIVE		ADJUSTED		CUM	
			CODE	FREQ	(PCT)	FREQ	(PCT)	FREQ	(PCT)	FREQ
PERP APPRAISAL			1.	145	55.1	60.4	60.4	60.4	60.4	60.4
EMPLOYEES			2.	11	4.2	4.6	4.6	65.0	65.0	65.0
INSTRUCT REVIEWS			3.	48	18.3	20.0	20.0	85.0	85.0	85.0
PSN MGMT DECISIONS			4.	6	2.3	2.5	2.5	87.5	87.5	87.5
HANPWR PLANNING			5.	15	5.7	6.3	6.3	94.0	94.0	94.0
RECRUITMENT			6.	2	0.8	0.8	0.8	95.4	95.4	95.4
MAKE ASSIGNMENTS			7.	10	3.8	4.2	4.2	99.6	99.6	99.6
PROMOTION			8.	1	0.4	0.4	0.4	100.0	100.0	100.0
REASSIGNMENT			9.	23	8.7	MISSING	MISSING	100.0	100.0	100.0
NO RESPONSE			0.							
			TOTAL	263	100.0					
			MEAN 2.242			MEDIAN 1.328				

PACPURPB PACS ARE USED FOR #53

CATEGORY LABEL	CCODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
PERF APPRAISAL	1.	7	2.7	3.1	3.1
INSTRUCT EMPLOYEES	2.	33	12.5	14.7	17.9
REQUIRED REVIEWS	3.	87	33.1	38.8	56.7
PSN MGMT DECISIONS	4.	11	4.2	4.9	61.6
HANPWR PLANNING	5.	5	1.9	2.3	63.8
RECRUITMENT	6.	32	12.2	14.7	78.1
MAKE ASSIGNMENT	7.	6	2.3	2.7	80.8
PROMOTION	8.	40	15.2	17.9	98.7
REASSIGNMENT	9.	3	1.1	1.3	100.0
NO RESPONSE	0.	39	14.8	MISSING	100.0
	TOTAL	263	100.0	100.0	
	MEAN	4.393			
	MEDIAN	3.328			

PACFURPC PACS ARE USED FOR #54

CATEGORY LABEL	CCODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
PERF APPRAISAL	1.	6	2.3	3.1	3.1
INSTRUCT EMPLOYEES	2.	8	3.0	4.2	7.3
REQUIRED REVIEWS	3.	20	7.6	10.4	17.7
PSN MGMT DECISIONS	4.	17	6.5	8.9	26.6
HANPWR PLANNING	5.	10	3.8	5.2	31.8
RECRUITMENT	6.	44	16.7	22.9	54.7
MAKE ASSIGNMENT	7.	7	2.7	3.6	58.3
PROMOTION	8.	66	25.1	34.4	92.7
REASSIGNMENT	9.	14	5.3	7.3	100.0
NO RESPONSE	0.	71	27.0	MISSING	100.0
	TOTAL	263	100.0	100.0	
	MEAN	6.078			
	MEDIAN	6.295			

FACFURPD PACS ARE USED FOR #55					
CATEGORY LABEL	CCODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
PERF APPRAISAL	1.	3	1.1	2.6	2.6
INSTRUCT EMPLOYEES	2.	6	2.0	5.3	7.9
REQUIRED REVIEWS	3.	8	3.0	7.0	14.9
PSN MGMT DECISIONS	4.	9	3.4	7.9	22.8
MANPR PLANNING	5.	4	1.5	3.5	26.3
RECRUITMENT	6.	12	4.6	10.5	36.8
MAKE ASSIGNMENTS	7.	11	4.2	9.6	46.5
PROMOTION	8.	39	14.8	34.2	80.7
REASSIGNMENT	9.	22	8.4	19.3	100.0
NO RESPONSE	0.	149	56.7	MISSING	100.0
		TOTAL	263	100.0	
		MEAN	6.614		
				MEDIAN	7.603

PACUSE HOW USEFUL ARE PACS #56					
CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
VERY USEFUL	1.	23	8.7	8.9	8.9
MODERATELY USEFUL	2.	151	57.4	58.5	67.4
NOT USEFUL	3.	61	23.2	23.6	91.1
IRRELEVANT	4.	23	8.7	8.9	100.0
NO RESPONSE	0.	5	1.9	MISSING	100.0
		TOTAL	263	100.0	
		MEAN	2.326		
				MEDIAN	2.202

CATEGORY LABEL	nosuppac	nonsupv	involvement	pac	prep #57		ADJUSTED	CUM
					ABSOLUTE	RELATIVE		
LITTLE NC INVCLIVENT	1.		31		11.8	11.9		11.9
UNDERSTAND PAC USES	2.		181		68.8	69.6		81.5
THOROUGH UNDERSTAND	3.		48		18.3	18.5		100.0
NO RESPONSE	0.		3		1.1	MISSING		100.0
			TOTAL	263	100.0			
			MEAN	2.065				
					MEDIAN	2.047		

CATEGORY LABEL	CLASSIME	DEMO	CLASSIFICATION	SIMPLER #58	ABSOLUTE	RELATIVE	ADJUSTED	CUM
TRUE					187	11.1		11.9
PARTIALLY TRUE					52	19.8		91.9
NOT TRUE					12	4.6		96.5
DON'T KNOW					19	3.4		100.0
NO RESPONSE					3	1.1		100.0
					TOTAL	263		
					MEAN	1.396		
							MEDIAN	1.195







CLASCON	CLASS CONFLICTS REDUCED UNDER DEMO #63	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
CATEGORY LABEL					
TRUE	1.	142	54.0	54.8	54.8
PARTIALLY TRUE	2.	63	24.0	24.3	79.2
NOT TRUE	3.	21	8.0	8.1	87.3
DON'T KNOW	4.	33	12.5	12.7	100.0
NO RESPONSE	0.	4	1.5	MISSING	100.0
	TOTAL	263	100.0	100.0	
	MEAN 1.788		MEDIAN 1.412		

NOCONF	CLASS CONFLICTS ARE ELIMINATED #64	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
CATEGORY LABEL					
TRUE	1.	32	12.2	12.4	12.4
PARTIALLY TRUE	2.	92	35.0	35.5	47.9
NOT TRUE	3.	98	37.3	37.8	85.7
DON'T KNOW	4.	37	14.1	14.3	100.0
NO RESPONSE	0.	4	1.5	MISSING	100.0
	TOTAL	263	100.0	100.0	
	MEAN 2.541		MEDIAN 2.556		

CATEGORY LABEL	PMNCRE	POSITION MGMT MORE IMPORTANT #65	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
TRUE			52	19.8	20.2	20.2
PARTIALLY TRUE			71	27.0	27.5	47.7
NOT TRUE			72	27.4	27.9	75.6
DON'T KNOW			63	24.0	24.4	100.0
NO RESPONSE			5	1.9	MISSING	100.0
			TOTAL 263	100.0	100.0	
			MEAN 2.566	MEDIAN 2.583		

CATEGORY LABEL	DEMOCIAS	DEMO CLASS IS BETTER UNDERSTOOD #66	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
TRUE			83	31.6	32.0	32.0
PARTIALLY TRUE			86	32.7	33.2	65.3
NOT TRUE			63	24.0	24.3	89.6
DON'T KNOW			27	10.3	10.4	100.0
NO RESPONSE			4	1.5	MISSING	100.0
			TOTAL 263	100.0	100.0	
			MEAN 2.131	MEDIAN 2.041		

CATEGORY LABEL	OTHTIME	OTHER USE IS MADE OF MY TIME #67				CUM FREQ (PCT)
		CCODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	
TRUE		1.	151	57.4	58.5	
PARTIALLY TRUE		2.	54	20.5	79.5	
NOT TRUE		3.	35	13.3	93.0	
DON'T KNOW		4.	18	6.8	100.0	
NO RESPONSE		0.	5	1.9	100.0	
		TOTAL	263	100.0		
		MEAN	1.690			
		MEDIAN	1.354			

CATEGORY LABEL	BETTER WORK RELATIONS UNDER DEMO #68	BETTER WORK RELATIONS UNDER DEMO #68				CUM FREQ (PCT)
		CCODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	
TRUE		1.	83	31.6	32.0	
PARTIALLY TRUE		2.	78	29.7	62.2	
NOT TRUE		3.	49	18.6	81.1	
DON'T KNOW		4.	49	18.6	100.0	
NO RESPONSE		0.	4	1.5	100.0	
		TOTAL	263	100.0		
		MEAN	2.247			
		MEDIAN	2.096			

FMAPROD		PMAS ARE MORE PRODUCTIVE #69		ADJUSTED		CUM	
CATEGORY LABEL	CCDE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	FREQ (PCT)	FREQ (PCT)	FREQ (PCT)	FREQ (PCT)
TRUE	1.	70	26.6	27.0	27.0	27.0	27.0
PARTIALLY TRUE	2.	78	29.7	30.1	57.1	57.1	57.1
NOT TRUE	3.	71	27.0	27.4	84.6	84.6	84.6
DON'T KNOW	4.	40	15.2	15.4	100.0	100.0	100.0
NO RESPONSE	0.	4	1.5	MISSING	100.0	100.0	100.0
TOTAL		263	100.0	100.0			
MEAN 2.313		MEDIAN 2.263					

DEMCLRE		LONG RANGE PLANNING #70		ADJUSTED		CUM	
CATEGORY LABEL	CCDE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	FREQ (PCT)	FREQ (PCT)	FREQ (PCT)	FREQ (PCT)
INCREASED	1.	32	12.2	13.1	13.1	13.1	13.1
ABOUT THE SAME	2.	175	66.5	71.4	84.5	84.5	84.5
DECREASED	3.	14	5.3	5.7	90.2	90.2	90.2
DON'T KNOW	4.	24	9.1	9.8	100.0	100.0	100.0
NO RESPONSE	0.	18	6.8	MISSING	100.0	100.0	100.0
TOTAL		263	100.0	100.0			
MEAN 2.122		MEDIAN 2.017					

CATEGORY LABEL	DEMOREC RECRUITMENT & SELECTION #71		ADJUSTED		CUM FREQ (PCT)
	CCDE	ABSOLUTE FREQ	FREQ (PCT)	FREQ (PCT)	
INCREASED	1.	21	8.4	8.4	8.4
ABOUT THE SAME	2.	200	79.7	88.0	88.0
DECREASED	3.	12	4.8	92.8	92.8
DON'T KNOW	4.	18	7.2	100.0	100.0
NO RESPONSE	0.	12	MISSING		
	TOTAL	263		100.0	
	MEAN 2.108	MEDIAN 2.023			

CATEGORY LABEL	CLASPREP PREPARING PACS #72		ADJUSTED		CUM FREQ (PCT)
	CCDE	ABSOLUTE FREQ	FREQ (PCT)	FREQ (PCT)	
INCREASED	1.	16	6.4	6.4	6.4
ABOUT THE SAME	2.	33	13.1	19.5	19.5
DECREASED	3.	189	75.3	94.8	94.8
DON'T KNOW	4.	13	5.2	100.0	100.0
NO RESPONSE	0.	12	MISSING		
	TOTAL	263		100.0	
	MEAN 2.793	MEDIAN 2.905			

CLASNEG		NEGOTIATING PACS W PERSONNEL #73		ADJUSTED		CUM	
CATEGORY LABEL	CCODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	FREQ (PCT)	FREQ (PCT)	FREQ (PCT)	FREQ (PCT)
INCREASED	1.	8	3.0	3.2	3.2	3.2	3.2
ABOUT THE SAME	2.	61	23.2	24.3	27.5	27.5	27.5
DECREASED	3.	152	57.8	60.6	88.0	88.0	88.0
DON'T KNOW	4.	30	11.4	12.0	100.0	100.0	100.0
NO RESPONSE	0.	12	4.6	MISSING	100.0	100.0	100.0
TOTAL		263	100.0	100.0			
MEAN 2.813		MEDIAN 2.872					

PLANWORK		PERFORMANCE PLANNING #74		ADJUSTED		CUM	
CATEGORY LABEL	CCODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	FREQ (PCT)	FREQ (PCT)	FREQ (PCT)	FREQ (PCT)
INCREASED	1.	178	67.7	70.9	70.9	70.9	70.9
ABOUT THE SAME	2.	42	16.0	16.7	87.6	87.6	87.6
DECREASED	3.	17	6.5	6.8	94.4	94.4	94.4
DON'T KNOW	4.	14	5.3	5.6	100.0	100.0	100.0
NO RESPONSE	0.	12	4.6	MISSING	100.0	100.0	100.0
TOTAL		263	100.0	100.0			
MEAN 1.470		MEDIAN 1.205					



EMFDEV	EMPLOYEE DEVELOPMENT & OJT #75	ABSOLUTE	RELATIVE	ADJUSTED	CUM
CATEGORY LABEL	CODE	FREQ	FREQ (PCT)	FREQ (PCT)	FREQ (PCT)
INCREASED	1.	72	27.4	28.8	28.8
ABOUT THE SAME	2.	155	58.9	62.0	90.8
DECREASED	3.	7	2.7	2.8	93.6
DON'T KNOW	4.	16	6.1	6.4	100.0
NO RESPONSE	0.	13	4.9	MISSING	100.0
	TOTAL	263	100.0	100.0	
	MEAN 1.868		MEDIAN 1.842		

PERPREV	REVIEWING PERFORMANCE MONITORING #76	ABSOLUTE	RELATIVE	ADJUSTED	CUM
CATEGORY LABEL	CODE	FREQ	FREQ (PCT)	FREQ (PCT)	FREQ (PCT)
INCREASED	1.	203	77.2	81.2	81.2
ABOUT THE SAME	2.	30	11.4	12.0	93.2
DECREASED	3.	7	2.7	2.8	96.0
DON'T KNOW	4.	10	3.8	4.0	100.0
NO RESPONSE	0.	13	4.9	MISSING	100.0
	TOTAL	263	100.0	100.0	
	MEAN 1.296		MEDIAN 1.116		

CATEGORY LABEL	PAYLEC	PAY DECISIONS, AWARDS & PRB #77			ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
		CCODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)		
INCREASED		1.	167	63.5	66.8	
ABOUT THE SAME		2.	54	20.5	88.4	
DECREASED		3.	15	5.7	94.4	
DON'T KNOW		4.	14	5.3	100.0	
NO RESPONSE		0.	13	4.9	100.0	
		TOTAL	263	100.0		
		MEAN	1.504			
				MEDIAN	1.249	

CATEGORY LABEL	ERDISCP	EMPLOYEE RELATIONS & DISCIPLINE #78			ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
		CCODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)		
INCREASED		1.	52	19.8	20.8	
ABOUT THE SAME		2.	156	59.3	62.4	
DECREASED		3.	11	4.2	4.4	
DON'T KNOW		4.	31	11.8	12.4	
NO RESPONSE		0.	13	4.9	MISSING	
		TOTAL	263	100.0		
		MEAN	2.084			
				MEDIAN	1.968	

DEMOINE		IS DEMO NET CHANGE AN IMPROVEMENT #79				CUM	
CATEGORY LABEL	CCODE	ABSOLUTE	RELATIVE	ADJUSTED	FREQ	(PCT)	FREQ
YES	1.	201	76.4	82.4	82.4		
NO	2.	43	16.3	17.6	100.0		
NO RESPONSE	0.	19	7.2	MISSING	100.0		
TOTAL		263	100.0	100.0			
MEAN 1.176		MEDIAN 1.107					

MISSCCNT		PERF PLANS CONTRIBUTE TO MISSION #80				CUM	
CATEGORY LABEL	CCODE	ABSOLUTE	RELATIVE	ADJUSTED	FREQ	(PCT)	FREQ
MORE THAN GS WG	1.	164	62.4	64.1	64.1		
ABOUT THE SAME	2.	76	28.9	29.7	93.8		
LESS THAN GS WG	3.	16	6.1	6.3	100.0		
NO RESPONSE	0.	7	2.7	MISSING	100.0		
TOTAL		263	100.0	100.0			
MEAN 1.422		MEDIAN 1.280					

SETOBJ	SETTING OBJECTIVES PLANNING #81	ABSOLUTE	RELATIVE	ADJUSTED	CUM
	CCODE	FREQ	FREQ (PCT)	FREQ (PCT)	FREQ (PCT)
CATEGORY LABEL	1.	101	38.4	39.0	39.0
HIGHLY BENEFICIAL	2.	138	52.5	53.3	92.3
BENEFICIAL	3.	18	6.8	6.9	99.2
NOT IMPORTANT	4.	1	0.4	0.4	99.6
DETRIMENTAL	5.	1	0.4	0.4	100.0
VERY DETRIMENTAL	0.	4	1.5	MISSING	100.0
NO RESPONSE					
	TOTAL	263	100.0	100.0	
	MEAN	1.699	MEDIAN	1.707	

MONITOR	MONITORING PERFORMANCE REVIEWS #82	ABSOLUTE	RELATIVE	ADJUSTED	CUM
	CCODE	FREQ	FREQ (PCT)	FREQ (PCT)	FREQ (PCT)
CATEGORY LABEL	1.	88	33.8	34.4	34.4
HIGHLY BENEFICIAL	2.	150	57.0	57.9	92.3
BENEFICIAL	3.	18	6.8	6.9	99.2
NOT IMPORTANT	4.	1	0.4	0.4	99.6
DETRIMENTAL	5.	1	0.4	0.4	100.0
VERY DETRIMENTAL	0.	4	1.5	MISSING	100.0
NO RESPONSE					
	TOTAL	263	100.0	100.0	
	MEAN	1.745	MEDIAN	1.770	

ANNTG	YEAR-END PERFORMANCE RATING #83	ADJUSTED	CUM
	RELATIVE	FREQ	FREQ
	(PCT)	(PCT)	(PCT)
CATEGORY LABEL	ABSOLUTE		
HIGHLY BENEFICIAL	FREQ		
BENEFICIAL	1. 68	26.3	26.3
NOT IMPORTANT	2. 165	63.7	90.0
DETRIMENTAL	3. 17	6.6	96.5
VERY DETRIMENTAL	4. 2	0.8	99.2
NO RESPONSE	5. 4	MISSING	100.0
	0. ---	100.0	100.0
	TOTAL 263		
	MEAN 1.880		
	MEDIAN 1.873		

RATEDEF	DEMO RATING DEFINITIONS #84	ADJUSTED	CUM
	RELATIVE	FREQ	FREQ
	(PCT)	(PCT)	(PCT)
CATEGORY LABEL	ABSOLUTE		
HIGHLY BENEFICIAL	FREQ		
BENEFICIAL	1. 19	7.4	7.4
NOT IMPORTANT	2. 151	58.5	65.9
DETRIMENTAL	3. 54	20.9	86.8
VERY DETRIMENTAL	4. 31	12.0	98.8
NO RESPONSE	5. 3	1.2	100.0
	0. 5	MISSING	100.0
	TOTAL 263	100.0	
	MEAN 2.411		
	MEDIAN 2.228		

CATEGORY LABEL	PAYLINK	PERFORMANCE EVAL LINKAGE W PAY #85				CUM FREQ (PCT)
		ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	ADJUSTED FREQ (PCT)	
HIGHLY BENEFICIAL		45	17.1	17.4	17.4	
BENEFICIAL		111	42.2	43.0	60.5	
NOT IMPORTANT		24	9.1	9.3	69.8	
DETRIMENTAL		56	21.3	21.7	91.5	
VERY DETRIMENTAL		22	8.4	8.5	100.0	
NO RESPONSE		5	1.9	MISSING	100.0	
		TOTAL	263	100.0		
		MEAN	2.609			
		MEDIAN	2.257			

CATEGORY LABEL	MGTRV	MANAGEMENT REVIEW PROCESS #86				CUM FREQ (PCT)
		ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	ADJUSTED FREQ (PCT)	
HIGHLY BENEFICIAL		20	7.6	7.8	7.8	
BENEFICIAL		156	59.3	60.5	68.2	
NOT IMPORTANT		53	20.2	20.5	88.8	
DETRIMENTAL		22	8.4	8.5	97.3	
VERY DETRIMENTAL		7	2.7	2.7	100.0	
NO RESPONSE		5	1.9	MISSING	100.0	
		TOTAL	263	100.0		
		MEAN	2.380			
		MEDIAN	2.199			

CATEGORY LABEL	SUBSUFV	HOW MUCH YOU KNOW ABOUT WORK #87	CCODE	ABSOLUTE		RELATIVE		ADJUSTED		CUM FREQ (PCT)
				FREQ	(PCT)	FREQ	(PCT)	FREQ	(PCT)	
MORE			1.	94	35.7	37.3			37.3	
SAME			2.	155	58.9	61.5			98.8	
LESS			3.	3	1.1	1.2			100.0	
NO RESPONSE			0.	11	4.2	MISSING			100.0	
			TOTAL	263	100.0					
			MEAN	1.639		MEDIAN	1.706			

CATEGORY LABEL	DEMOCOM	HOW MUCH EXPECTATIONS COMMUNICATED #88	CODE	ABSOLUTE		RELATIVE		ADJUSTED		CUM FREQ (PCT)
				FREQ	(PCT)	FREQ	(PCT)	FREQ	(PCT)	
MORE			1.	164	62.4	65.1			65.1	
SAME			2.	87	33.1	34.5			99.6	
LESS			3.	1	0.4	0.4			100.0	
NO RESPONSE			0.	11	4.2	MISSING			100.0	
			TOTAL	263	100.0					
			MEAN	1.353		MEDIAN	1.268			

EMPKNOW	EMPLOYEES KNOW WHAT'S EXPECTED #89	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
CATEGORY LABEL	CODE				
MORE	1.	174	66.2	69.3	69.3
SAME	2.	74	28.1	29.5	98.8
LESS	3.	3	1.1	1.2	100.0
NO RESPONSE	0.	12	4.6	MISSING	100.0
	TOTAL	263	100.0	100.0	
	MEAN 1.319				
	MEDIAN 1.221				

PAPERREQ	PAPER REQUIRED FOR PERF PLANS #91	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
CATEGORY LABEL	CCODE				
INSUFFICIENT	1.	5	1.9	2.0	2.0
ABOUT RIGHT	2.	183	69.6	72.3	74.3
EXCESSIVE	3.	65	24.7	25.7	100.0
NO RESPONSE	0.	10	3.8	MISSING	100.0
	TOTAL	263	100.0	100.0	
	MEAN 2.237				
	MEDIAN 2.164				



LREIAN		LONG RANGE PLANNING #92			ADJUSTED		CUM	
CATEGORY LABEL	CCODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	FREQ (PCT)	FREQ (PCT)	FREQ (PCT)	FREQ (PCT)	
HIGHLY BENEFICIAL	1.	12	4.6	4.7	4.7	4.7	4.7	
BENEFICIAL	2.	113	43.0	44.0	48.6	48.6	48.6	
NOT IMPORTANT	3.	119	45.2	46.3	94.9	94.9	94.9	
DETRIMENTAL	4.	13	4.9	5.1	100.0	100.0	100.0	
NO RESPONSE	0.	6	2.3	MISSING	100.0	100.0	100.0	
TOTAL		263	100.0	100.0				
MEAN 2.518		MEDIAN 2.529						

MPWRREQ		DETERMINING MANPOWER REQUIREMENTS #93			ADJUSTED		CUM	
CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	FREQ (PCT)	FREQ (PCT)	FREQ (PCT)	FREQ (PCT)	
HIGHLY BENEFICIAL	1.	11	4.2	4.3	4.3	4.3	4.3	
BENEFICIAL	2.	95	36.1	36.8	41.1	41.1	41.1	
NOT IMPORTANT	3.	146	55.5	56.6	97.7	97.7	97.7	
DETRIMENTAL	4.	6	2.3	2.3	100.0	100.0	100.0	
NO RESPONSE	0.	5	1.9	MISSING	100.0	100.0	100.0	
TOTAL		263	100.0	100.0				
MEAN 2.570		MEDIAN 2.658						

CATEGORY LABEL	WORKSCH	WORK SCHEDULING #94			CUM FREQ (PCT)
		CCDE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	
HIGHLY BENEFICIAL		1.	15	5.7	5.8
BENEFICIAL		2.	98	37.3	43.8
NOT IMPORTANT		3.	137	52.1	96.9
DET RIMENTAL		4.	8	3.0	100.0
NO RESPONSE		0.	5	1.9	100.0
				MISSING	
		TOTAL	263	100.0	
		MEAN	2.535		
				MEDIAN	2.617

CATEGORY LABEL	SPONREP	REPORTS TO SENIOR MGMT SPONSORS #95			CUM FREQ (PCT)
		CCDE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	
HIGHLY BENEFICIAL		1.	15	5.7	5.8
BENEFICIAL		2.	118	44.9	51.6
NOT IMPORTANT		3.	119	45.2	97.7
DET RIMENTAL		4.	6	2.3	100.0
NO RESPONSE		0.	5	1.9	100.0
				MISSING	
		TOTAL	263	100.0	
		MEAN	2.450		
				MEDIAN	2.466

TRANEED	IDENTIFY EMPLOYEES TRAINING NEEDS #96				
CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
HIGHLY BENEFICIAL	1.	35	13.3	13.6	13.6
BENEFICIAL	2.	155	58.9	60.1	73.6
NOT IMPORTANT	3.	68	25.9	26.4	100.0
NO RESPONSE	0.	5	1.9	MISSING	100.0
	TOTAL	263	100.0	100.0	
	MEAN 2.128		MEDIAN 2.106		

EMPRCB	CEALING WITH EMPLOYEE PROBLEMS #97				
CATEGORY LABEL	CCDE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
HIGHLY BENEFICIAL	1.	42	16.0	16.3	16.3
BENEFICIAL	2.	149	56.7	57.8	74.0
NOT IMPORTANT	3.	63	24.0	24.4	98.4
DETRIMENTAL	4.	3	1.1	1.2	99.6
VERY DETRIMENTAL	5.	1	0.4	0.4	100.0
NO RESPONSE	0.	5	1.9	MISSING	100.0
	TOTAL	263	100.0	100.0	
	MEAN 2.116		MEDIAN 2.084		

FINPRED		PREDICTING FINANCIAL REQUIREMENTS #98				CUM FREQ (PCT)	
CATEGORY LABEL	CCDE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	FREQ (PCT)		
HIGHLY BENEFICIAL	1.	7	2.7	2.7	17.6		
BENEFICIAL	2.	38	14.4	14.9	98.0		
NOT IMPORTANT	3.	205	77.9	80.4	99.2		
DETRIMENTAL	4.	3	1.1	1.2	100.0		
VERY DETRIMENTAL	5.	2	0.8	0.8			
NO RESPONSE	0.	8	3.0	MISSING			
TOTAL		263	100.0	100.0			
MEAN 2.824		MEDIAN 2.902					

OVERPEEF MY SUPERVISORY PERFORMANCE #99		CUM FREQ (PCT)	
CATEGORY LABEL	CCDE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)
HIGHLY BENEFICIAL	1.	44	16.7
BENEFICIAL	2.	159	60.5
NOT IMPORTANT	3.	43	16.3
DETRIMENTAL	4.	7	2.7
VERY DETRIMENTAL	5.	2	0.8
NO RESPONSE	0.	8	3.0
TOTAL		263	100.0
MEAN 2.075		MEDIAN 2.025	

PREFDEMC I PREFER THE DEMO ENVIRONMENT #100

CATEGORY LABEL	CCODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	204	77.6	80.6	80.6
NO	2.	49	18.6	19.4	100.0
NO RESPONSE	0.	10	3.8	MISSING	100.0
	TOTAL	263	100.0	100.0	

MEAN 1.194      MEDIAN 1.120

VARIABLE	PAGE	POSITIONAL INDEX VARIABLE	PAGE	VARIABLE	PAGE		
PAYPLAN	6	REASONA	30	PACPURD	54	DEMOIMP	78
SUPV	7	REASONB	31	PACUSE	55	MISSCONT	79
ENTRSUPV	8	REASONC	32	NOSUPPAC	56	SETOBJ	80
LEVEL	9	REASOND	33	CLASIMP	57	MONITOR	81
WRITEPD	10	HOWUSEV	34	CLASLES	58	ANNETG	82
PDHOURS	11	NCNSUFV	35	CLASAP	59	RATEDEF	83
PDHOURS	12	WRITEBY	36	CLASLOG	60	PAYLINK	84
PDHOURS	13	PREPHRSA	37	CLASAUTH	61	MGTRV	85
PDHOURS	14	PREPHRSB	38	CLASCON	62	SUBSUPV	86
PDHOURS	15	PREPHRSC	39	NOCONF	63	DEMOCOM	87
EDDAYSA	16	PREPHRSD	40	PMORE	64	EMPKNOW	88
EDDAYSB	17	APPDAYS	41	DEMOCLAS	65	PAPERREQ	89
EDDAYSC	18	APPDAYS	42	OTHTIME	66	LRPLAN	90
EDDAYSD	19	APPDAYS	43	BETREL	67	MPWRREQ	91
EDDAYSE	20	APPDAYS	44	PMAPROD	68	WORKSCH	92
NUMPDSA	21	PACSYRA	45	DEMORFC	69	SPONREP	93
NUMPDSB	22	PACSYRB	46	CLASPREP	70	TRANRED	94
NUMPDDSC	23	PACSYRD	47	CLASPREP	71	EMPROB	95
NUMPDDSD	24	FERINACC	48	CLASNEG	72	FINPREDF	96
NUMPDDSE	25	USEPAC	49	PLANWORK	73	OVERPERF	97
INACCPDS	26	27	50	EMPDEV	74	PREFDEMO	98
HCWINACC		28		51		75	
REASINACC		29		52		76	
USEPDS		29		53		77	

VARIABLE	PAGE	ALPHAETIC INDEX	VARIABLE	PAGE	VARIABLE	PAGE
ANNRTG	82	FINPRE	PACSYRA	45	PREFDEMO	98
APPDAYS	41	HOWINACC	PACSYRIB	46	PREPHRSA	37
APPDAYS	42	HOWUSE	PACSYRC	47	PREPHRSB	38
APPDAYS	43	INACCPDS	PACSYRD	48	PREPHRSC	39
APPDAYS	44	LEVEL	PACUSE	55	PREPHRSD	40
BETREL	67	LRFLAN	PAPERREQ	89	RATEDEF	83
CLASAUTH	61	MGTRREV	PAYDEC	76	REASONAC	28
CLASCON	62	MISSCON	PAYLINK	84	REASONB	30
CLASLES	58	MONITOR	PAYPLAN	6	REASONC	31
CLASLOG	60	MEWRREQ	PDDAYS	16	REASOND	32
CLASNEG	72	MEWRREQ	PDDAYS	17	REASOND	33
CLASNEG	72	MEWRREQ	PDDAYS	18	SETOBJ	80
CLASNEG	72	MEWRREQ	PDDAYS	19	SPONREP	93
CLASNEG	72	MEWRREQ	PDDAYS	20	SUBSUPV	86
CLASNEG	72	MEWRREQ	PDDAYS	21	SUPV	7
CLASNEG	72	MEWRREQ	PDDAYS	22	TRANZEL	94
CLASNEG	72	MEWRREQ	PDDAYS	23	USEPACS	50
CLASNEG	72	MEWRREQ	PDDAYS	24	USEPACS	29
CLASNEG	72	MEWRREQ	PDDAYS	25	WORKSCH	92
CLASNEG	72	MEWRREQ	PDDAYS	26	WRITEPY	36
CLASNEG	72	MEWRREQ	PDDAYS	27	WRITEPD	10
CLASNEG	72	MEWRREQ	PDDAYS	28		
CLASNEG	72	MEWRREQ	PDDAYS	29		
CLASNEG	72	MEWRREQ	PDDAYS	30		
CLASNEG	72	MEWRREQ	PDDAYS	31		
CLASNEG	72	MEWRREQ	PDDAYS	32		
CLASNEG	72	MEWRREQ	PDDAYS	33		
CLASNEG	72	MEWRREQ	PDDAYS	34		
CLASNEG	72	MEWRREQ	PDDAYS	35		
CLASNEG	72	MEWRREQ	PDDAYS	36		
CLASNEG	72	MEWRREQ	PDDAYS	37		
CLASNEG	72	MEWRREQ	PDDAYS	38		
CLASNEG	72	MEWRREQ	PDDAYS	39		
CLASNEG	72	MEWRREQ	PDDAYS	40		
CLASNEG	72	MEWRREQ	PDDAYS	41		
CLASNEG	72	MEWRREQ	PDDAYS	42		
CLASNEG	72	MEWRREQ	PDDAYS	43		
CLASNEG	72	MEWRREQ	PDDAYS	44		
CLASNEG	72	MEWRREQ	PDDAYS	45		
CLASNEG	72	MEWRREQ	PDDAYS	46		
CLASNEG	72	MEWRREQ	PDDAYS	47		
CLASNEG	72	MEWRREQ	PDDAYS	48		
CLASNEG	72	MEWRREQ	PDDAYS	49		
CLASNEG	72	MEWRREQ	PDDAYS	50		
CLASNEG	72	MEWRREQ	PDDAYS	51		
CLASNEG	72	MEWRREQ	PDDAYS	52		
CLASNEG	72	MEWRREQ	PDDAYS	53		
CLASNEG	72	MEWRREQ	PDDAYS	54		
CLASNEG	72	MEWRREQ	PDDAYS	55		
CLASNEG	72	MEWRREQ	PDDAYS	56		
CLASNEG	72	MEWRREQ	PDDAYS	57		
CLASNEG	72	MEWRREQ	PDDAYS	58		
CLASNEG	72	MEWRREQ	PDDAYS	59		
CLASNEG	72	MEWRREQ	PDDAYS	60		
CLASNEG	72	MEWRREQ	PDDAYS	61		
CLASNEG	72	MEWRREQ	PDDAYS	62		
CLASNEG	72	MEWRREQ	PDDAYS	63		
CLASNEG	72	MEWRREQ	PDDAYS	64		
CLASNEG	72	MEWRREQ	PDDAYS	65		
CLASNEG	72	MEWRREQ	PDDAYS	66		
CLASNEG	72	MEWRREQ	PDDAYS	67		
CLASNEG	72	MEWRREQ	PDDAYS	68		
CLASNEG	72	MEWRREQ	PDDAYS	69		
CLASNEG	72	MEWRREQ	PDDAYS	70		
CLASNEG	72	MEWRREQ	PDDAYS	71		
CLASNEG	72	MEWRREQ	PDDAYS	72		
CLASNEG	72	MEWRREQ	PDDAYS	73		
CLASNEG	72	MEWRREQ	PDDAYS	74		
CLASNEG	72	MEWRREQ	PDDAYS	75		
CLASNEG	72	MEWRREQ	PDDAYS	76		
CLASNEG	72	MEWRREQ	PDDAYS	77		
CLASNEG	72	MEWRREQ	PDDAYS	78		
CLASNEG	72	MEWRREQ	PDDAYS	79		
CLASNEG	72	MEWRREQ	PDDAYS	80		
CLASNEG	72	MEWRREQ	PDDAYS	81		
CLASNEG	72	MEWRREQ	PDDAYS	82		
CLASNEG	72	MEWRREQ	PDDAYS	83		
CLASNEG	72	MEWRREQ	PDDAYS	84		
CLASNEG	72	MEWRREQ	PDDAYS	85		
CLASNEG	72	MEWRREQ	PDDAYS	86		
CLASNEG	72	MEWRREQ	PDDAYS	87		
CLASNEG	72	MEWRREQ	PDDAYS	88		
CLASNEG	72	MEWRREQ	PDDAYS	89		
CLASNEG	72	MEWRREQ	PDDAYS	90		
CLASNEG	72	MEWRREQ	PDDAYS	91		
CLASNEG	72	MEWRREQ	PDDAYS	92		
CLASNEG	72	MEWRREQ	PDDAYS	93		
CLASNEG	72	MEWRREQ	PDDAYS	94		
CLASNEG	72	MEWRREQ	PDDAYS	95		
CLASNEG	72	MEWRREQ	PDDAYS	96		
CLASNEG	72	MEWRREQ	PDDAYS	97		
CLASNEG	72	MEWRREQ	PDDAYS	98		
CLASNEG	72	MEWRREQ	PDDAYS	99		
CLASNEG	72	MEWRREQ	PDDAYS	100		

#### LIST OF REFERENCES

1. United States Congress, Public Law 95-454, The Civil Service Reform Act of 1978, Title VI, U.S. Code of Federal Regulations, 13 October 1978.
2. Naval Weapons Center, China Lake, Administrative Publication, The Demonstration Project: An Experiment in Federal Personnel Management, 1981.
3. Naval Weapons Center, China Lake, Administrative Publication 230, Revision 2, NWC Performance Evaluation System Handbook, July 1982.
4. Newman, J. E. and Hinrichs, J. R., Performance Evaluation for Professional Personnel, Work in America Institute, 1980.
5. Levinson, Priscilla, A Guide for Improving Performance Evaluation, Subarea of Policies and Standards, U.S. Civil Service Commission, 1977.
6. American Management Association, Research Study 74, Objectives and Standards: An Approach to Planning and Control, by Ernest C. Miller, 1966.
7. Latham, G.P. and Wexley, K.N., Increasing Productivity Through Performance Appraisal, Addison-Wesley, 1981.
8. Lawler, Edward E., Pay and Organization Development, Addison-Wesley, 1981.
9. Naval Civilian Personnel Command, NAVSO P-3600, Merit Pay System Administrative Guide, Rev. 5/82.
10. Naval Postgraduate School, NPS-55Gh73061, Design of an Operational Personnel Development and Evaluation System, by W.H. Githens, R.S. Elster, G.L. Musgrave, and J.W. Creighton, June 1973.
11. Brynildsen, R.D., Consensus Ranking--A Cornerstone for Human Resource Management, paper prepared for Kaiser Aluminum and Chemical Corp., Oakland, California, 1982.



12. University of Southern California, School of Public Administration, Naval Laboratory Demonstration Project Phase I Report on Basic Analyses of Experimental and Control Laboratory Data: Survey of Job-Related Attitudes and Job Satisfaction Measures, 1980.
13. United States Office of Personnel Management, OPM-46-81, Evaluation of the Navy Demonstration Project for the Office of Personnel Management, by Coopers and Lybrand, 1982.
14. Naval Weapons Center, China Lake, Administrative Publications, Composite Results of Demonstration Project Survey, 1979, 1980, 1981, 1982, 1983.
15. Simon, Julian L., Basic Research Methods in Social Science: The Art of Empirical Investigation, 2nd Ed., Random House, 1978.
16. Peters, Thomas J., and Waterman, Jr., Robert H., In Search of Excellence, Harper and Row, 1982.

#### BIBLIOGRAPHY

Andrews, Kenneth R., The Concept of Corporate Strategy, Irwin, Inc., Rev. 1980.

Bennis, W. G., and others, The Planning of Change, Holt, Rinehart and Winston, Third Ed., 1976.

Conover, W. J., Practical Nonparametric Statistics, 2nd Ed., Wiley, 1980.

Cummings, L. L. and Schwab, D. P., Performance in Organizations: Determinants and Appraisal, Scott-Foresman, 1973.

DeVries, David L., and others, Performance Appraisal on the Line, Wiley, 1981.

French, Wendell L., and Bell, Jr., Cecil H., Organization Development, Prentice-Hall, Inc., 1978.

Kellogg, Marion S., What to Do About Performance Appraisal, Rev. Ed., AMACOM, 1975.

Lazer, R. I. and Wikstrom, W. S., Appraising Managerial Performance: Current Practices and Future Directions, The Conference Board, 1977.

Sloma, Richard S., How to Measure Managerial Performance, MacMillan, 1980.

# INITIAL DISTRIBUTION LIST

	No. Copies
1. Defense Technical Information Center Cameron Station Alexandria, Virginia 22314	2
2. Library, Code 0142 Naval Postgraduate School Monterey, California 93940	2
3. CDR W. R. Bishop, USN, Code 54 Naval Postgraduate School Monterey, California 93940	1
4. Dr. G. K. Jayaram, Code 54 Naval Postgraduate School Monterey, California 93940	1
5. Assistant for Analysis, Evaluation (NMPC-6C) Human Resource Management & Personal Affairs Dept. Navy Military Personnel Command Washington, D.C. 20370	1
6. Director, Human Resource Management Division (NMPC-62) Human Resource Management & Personal Affairs Dept. Navy Military Personnel Command Washington, D.C. 20370	1
7. Director for HRM Plans and Policy (OP-150) Human Resource Management Division Deputy Chief of Naval Operations (Manpower, Personnel & Training) Washington, D.C. 20370	1
8. Commanding Officer Human Resource Management School Naval Air Station Memphis Millington, Tennessee 38054	1

- |     |   |   |
|-----|---|---|
| 9.  | Commanding Officer<br>Human Resource Management Center London<br>Box 23<br>FPO, New York 09510  | 1 |
| 10. | Commanding Officer<br>Human Resource Management Center<br>5621-23 Tidewater Drive<br>Norfolk, Virginia 23509                                  | 1 |
| 11. | Commanding Officer<br>Human Resource Management Center<br>Pearl Harbor, Hawaii 96860  | 1 |
| 12. | Commanding Officer<br>Human Resource Management Center<br>Naval Training Center<br>San Diego, California 92133                                | 1 |
| 13. | Commanding Officer<br>Organizational Effectiveness Center & School<br>Fort Ord, California 93941  | 1 |
| 14. | Commanding Officer<br>Human Resource Management Center<br>Commonwealth Building, Room 1144<br>1300 Wilson Blvd.<br>Arlington, Virginia 22209  | 1 |
| 15. | Mr. George Steinhauer<br>Chief of Naval Operations (OP 141)<br>Department of the Navy<br>Washington, D.C. 20350                               | 1 |
| 16. | Ms. Kathleen Connelley<br>U.S. Office of Personnel Management<br>Office of Performance Management<br>1900 E. St. NW<br>Washington, D.C. 20415 | 1 |
| 17. | Civilian Personnel Officer (Code 14)<br>Naval Ocean Systems Command<br>San Diego, California 92152  | 1 |
| 18. | Head, Systems Analysis (Code 16)<br>Naval Ocean Systems Command<br>San Diego, California 92152  | 1 |

- |     |  |   |
|-----|--|---|
| 19. | Civilian Personnel Officer (Code 09)<br>Naval Weapons Center<br>China Lake, California 93555                             | 1 |
| 20. | Demonstration Project Manager (Code 0902)<br>Naval Weapons Center<br>China Lake, California 93555                        | 1 |
| 21. | Technical Director (Code 01)<br>Naval Weapons Center<br>China Lake, California 93555                                     | 1 |
| 22. | Head, Ordinance Systems Department (Code 32)<br>Naval Weapons Center<br>China Lake, California 93555                     | 1 |
| 23. | Director of Navy Laboratories<br>Naval Material Command (MAT-05L)<br>Department of the Navy<br>Arlington, Virginia 20360 | 1 |
| 24. | Dr. Gene Bretton<br>U.S. General Accounting Office (PSDD)<br>441 G. St. NW<br>Washington, D.C. 20548                     | 1 |
| 25. | Yvonne E. Williams<br>Civilian Personnel Department (Code 092)<br>Naval Weapons Center<br>China Lake, California 93555   | 1 |

DATE  
ILME